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ABSTRACT

This document presents discussion on the Juvenile Crime Control and Delinquency Prevention Act (H.R. 1150) and provides testimonies of experts with first-hand knowledge of quality delinquency and violence prevention programs. An opening statement from Representative Mike Castle (Delaware) related the problem of children who become involved in at-risk activities such as drugs, alcohol, and crime, and the disturbing numbers of those children who enter the juvenile justice system each year. Special emphasis was placed on the importance of quality after-school programs that encourage children's involvement in a variety of educational and enrichment activities. Testimony was presented by Jesse Sligh, Executive Assistant District Attorney, Queens County District Attorney's Office, New York; Karla Ballard, Arise International; Vincent Schiraldi, Executive Director of the Center for Juvenile and Criminal Justice; Sandra Mc Brayer, Children's Initiative of San Diego; Barbara Ott, Silver Spring YMCA Youth Services; and Robert Smith (accompanied by Jesse Armetta), Director of Youth Services Agencies of Pennsylvania. An appendix contains the prepared statements of the witnesses. (GCP)

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JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT: PREVENTING JUVENILE CRIME AT SCHOOL AND IN THE COMMUNITY

HEARING

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES

OF THE

COMMITTTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SIXTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MARCH 18, 1999

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Hearing on
JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT:
PREVENTING JUVENILE CRIME AT SCHOOL AND
IN THE COMMUNITY
Thursday, March 18, 1999
U.S. House of Representatives,
Committee on Education and the Work Force,
Subcommittee on Early Childhood, Youth, and Families
Washington, D.C.

The Subcommittee met at 11:15 a.m., in Room 2175 of the Rayburn House Office Building, the Honorable Michael N. Castle, chairman of the subcommittee, presiding.

Present: Representatives Goodling, Castle, Greenwood, Souder, Miller, Kildee, Scott, Woolsey, McCarthy, Ford, Kucinich.

Chairman Castle. The Subcommittee on Early Childhood, Youth and Families will come to order.

We welcome Mr. Kildee. We will probably have other members coming and going, which is the nature of subcommittee hearings.

But we appreciate all of you being here. I will make a brief opening statement. Mr. Kildee also will make a brief opening statement, if he so wishes. And then we will proceed with the witnesses' testimony from that point.

I first of all want to welcome all of you to today's hearing.

I believe the issue we are discussing today is of vital importance to our nation. And of course, that is preventing juvenile crime.

Our children are our most important resource. We must, therefore, endeavor to keep them safe from harm and prevent them from becoming involved in at-risk activities such as drugs, alcohol, and crime.

Each year, far too many children enter the juvenile justice system. Many of the crimes these children commit could have been prevented had someone intervened at a critical moment and provided assistance.

We need to provide real alternatives to at-risk youth. Last year, H.R. 1818 provided flexible program dollars to states and local communities for prevention and intervention activities.

It permitted local programs to provide services to youth to prevent initial involvement in juvenile activities and to work with youth already in the juvenile system

to prevent them from engaging in additional criminal behavior.

Yesterday, Congressman Greenwood introduced the Juvenile Crime Control and Delinquency Prevention Act H.R. 1150. I am pleased to have been included as an original cosponsor of this legislation.

It is my personal belief that after-school programs are one of the most effective tools in preventing juvenile crime. As we know, the majority of youth engage in delinquent activities between the time when school ends and their parents return home from work each day.

Quality after-school programs can provide alternatives to at-risk children, keeping them off the street and encouraging their involvement in a variety of educational and enrichment activities.

I look forward to receiving the testimony of today's witnesses, who have first-hand knowledge about quality prevention programs. And again, we thank you for being here and I turn to Mr. Kildee.

OPENING STATEMENT OF THE HON. MIKE CASTLE, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF DELEWARE

Mr. Kildee. Thank you very much. I'm very pleased to join Subcommittee Chairman Castle and the Chairman of the Full Committee, Bill Goodling of Pennsylvania, in welcoming the witnesses before the Subcommittee today.

I know that Chairman Castle and I are looking forward to your testimony.

The Juvenile Justice and Delinquency Prevention Act, since its enactment in 1974, has funded important and vital efforts aimed at both prevention of juvenile delinquency, and protecting juveniles who, unfortunately, encounter the justice system.

This vital two-part focus of prevention and protection has created a blueprint for states and localities to address juvenile crime and foster success of our youth, rather than leaving them to a life of failure.

As we look to reauthorize the Juvenile Justice Act, I believe we need to strengthen its prevention and protection focuses.

I am pleased that yesterday, Representative Greenwood and Chairman Castle introduced legislation modeled after the bipartisan H.R. 1818, which this Committee and the Full House passed last Congress.

Since this legislation was the product of months of bipartisan negotiations during the last session between Representatives Martinez, Scott, Greenwood and former Chairman Riggs, I believe this is an excellent starting point for our reauthorization work this Congress.

Again, I want to thank the witnesses for appearing before this Subcommittee today. I've been involved in this program for 23 years now and have been through a

number of reauthorizations and hope to complete another positive reauthorization this time.

Thank you very much.

Chairman Castle. Well, thank you, Mr. Kildee.

The rule of the Subcommittee because we have a lot of hearings is that the Ranking Member and the Chairman make an opening statement.

But when the Chairman of the Full Committee shows up, we always allow him an opportunity to speak.

So we turn to Chairman Goodling at this time.

Chairman Goodling. I'll put my statement in the record and merely say that what happens to an awful lot of youngsters in the future will have a lot to do with what we're able to do here.

Last year, we thought that we put the balance to the overall act that was passed in the House. So we'll try to put that balance there again, trying to make sure that we give all youngsters an opportunity to get a piece of the American dream, even if they make a mistake or two.

We'll give them another try.

As a high school principal, I always gave them two tries before I swung into action,

So we'll do the same here.

See Appendix A For The Written Statements of the Honorable Bill Goodling a Representative from the State of Pennsylvania

Appendix B For The Written Statement of Donald M. Payne a Representative in Congress from the State of New Jersey

Chairman Castle. Thank you, Mr. Chairman. And it is correct, just for historical reference, this Committee did have the same legislation before it last year.

As Mr. Kildee said, Mr. Scott and some of the others, worked very hard to come up with good bipartisan legislation. We were able to get that done in the House. It just didn't get done completely in the Senate, to the point that we could go to conference. Unfortunately that will happen, even with good legislation.

So this year, we hope to work hard to prevent that.

We will now go to our panel of witnesses. And I think if you see your names, you can start taking your places up there.

Mr. Sligh, over here, and right down the line, and we'll go in that order.

I'm going to read a little background on each of you while you're getting into position, and then we'll start down and you'll each have five minutes to present your points of view or to summarize whatever your written statement may have been.

The first witness, Mr. Jesse Sligh, represents the Queens County District Attorney's Office in Queens County, New York.

His office directs several unique educational and prevention programs. These include a school anti-violence program, a mock trial program, a youth employment program, and a summer program that allows youths to interact with law enforcement officials on nonconfrontational terms.

His office also oversees several diversionary programs, such as the Second Chance Program, which is an alternative to incarceration, and a graffiti program where the offenders clean up defaced property and are educated about being responsible young adults.

Next, we have Ms. Karla Ballard, who is the president and CEO of ARISE International. In conjunction with the University of Delaware, she created YIELD_the Youth Institute for Economic Leadership and Development_which guides high school students from low-income communities through a program that creates educational opportunities that focus on economic education and entrepreneurship.

This program allows the participants to interact with business leaders and government officials from the Delaware Valley.

And of course, you may have understood from that that she's from Delaware. She's a special witness, of course.

I have these in a different order, but I'll go in the order in which you're sitting.

Mr. Schiraldi_did I say that correctly?

Mr. Schiraldi. It's Sh-ur-aldee.

Chairman Castle. Schiraldi. For the last nine years, Mr. Schiraldi has headed up the Center on Juvenile and Criminal Justice, which he founded.

His organization focuses on protecting the rights and futures of numerous young people both in and out of the criminal justice system.

Prior to his current post, Mr. Schiraldi was involved with the National Center on Institutions and Alternatives in the New York State Division for Youth.

Next is Sandra McBraver. Currently, Ms. McBraver is the executive director of the Children's Initiative, an organization which is dedicated to strengthening children and families through educational opportunities with numerous accomplishments and awards, including being named the 1994 Teacher of the Year.

She has dedicated her career to helping out at-risk youth. We appreciate Ms. McBrayer traveling from San

Diego_that's a long ways away_to join us today.

Barbara Ott is next. Ms. Ott has been the director of the Silver Spring YMCA for over 13 years.

In addition to her master's degree in counseling psychology, she brings us knowledge from 25 years in the field. Prior to her work at the "Y", she worked as a mental health promotion specialist with Prince William County and was an administrator with a child care center in Newark, New Jersey, as well as a neighborhood youth corps program here in Washington, D.C.

We welcome you as well.

And Mr. Smith, I'm going to hold your introduction because Mr. Greenwood would like to do that. He may arrive while the testimony is going on.

So you'll remain sort of anonymous for a while_

[Laughter.]

_which may or may not be good from your perspective.

[Laughter.]

The basic ground rules are that there's a little series of lights here. You'll have a green light for four minutes, a yellow light for one minute, and a red light for one minute.

Nothing too drastic will happen when the red light comes on. But we would hope at that point that you would start to complete what it is that you are going to say.

You're welcome to read from your testimony or summarize your testimony or to tell us whatever you think would be helpful to us in terms of what happens here today.

You should also know that a lot of our staff is here. A lot of the other members will be informed of what you have said, as well as your written statements.

This all becomes part of the record that we use in building in terms of where we're going with respect to the whole issue of dealing with juvenile justice.

So with that, let me thank you all for being here and let us start with Mr. Sligh.

STATEMENT OF JESSE SLIGH EXECUTIVE ASSISTANT DISTRICT ATTORNEY QUEENS COUNTY DISTRICT ATTORNEY'S OFFICE KEW GARDENS, NEW YORK

Mr. Sligh. Mr. Chairman, members of the Committee, thank you for the opportunity to appear before you this morning and testify about some of the innovative programs which we have in the district attorney's office in Queens County.

Our district attorney, Richard A. Brown, believes strongly that resources must be invested in prevention and treatment and they must be spent together with aggressive investigation and prosecution, and that they would then form the integral parts of the crime reduction strategies.

Consequently, although our office takes a tough stand with violent criminals and repeat offenders, we have put in place a wide variety of educational programs for our youth and alternatives to incarceration for nonviolent first offenders to keep kids from getting involved in criminal activity or get them back on track fast if they've gotten into trouble.

If we are to believe the statistics involving violent crime, it indicates that violent crime is down drastically.

However, juvenile crime has not shared those same reductions.

I cannot present to this body this morning any hard-core data that 2250 children in our programs have made a decision that changed their lives because they've been involved or impacted upon by the Star Track program, the Second Chance program, our internship program, or even Operation Summer Fund, or that any number who are at risk to become juvenile delinquents had their lives changed because of the contact with any of our programs.

But I can tell you when people ask me how we judge these programs, I tell them one, two or three children at a time.

I'm happy to take one and call it a victory.

Our educational programs start from the premise that kids who believe they have a positive future to look forward to will be the ones who will not get into trouble.

And so, we do our very best to have young people interact with positive law enforcement role models and mentors through a variety of affirmative prevention programs aimed at reaching our youth.

Our various internship programs are in many ways bridging that gap by teaching students much more than the fundamentals of a job.

They are being instructed on self-esteem, job readiness, appearance, labor market skills, timeliness, and interacting with others on the job.

If a job is available and the individual is prepared for that position, this will benefit the employer, the student and, ultimately, the community as a whole.

When I talk with young people routinely, they tell me that the lack of finding suitable employment, not having a job, is something that contributes to their lack of self-esteem.

In 1993, we launched an educational program designed to help prevent gun violence in and around schools. This program grew out of a series of conversations with law enforcement officials, school officials and community members.

We call it the Star Track Program.

The reason we call it the Star Track Program is because we know that every student wants to be a star and that they can be a star if they will in fact stay on track.

This is a three-prong program.

The first prong of the program is to send assistant district attorneys into those schools. And not just for one week or one month, but for the entire school year. They build a relationship with those students and it continues in the mentoring process.

The second prong of the program is the establishment of safe corridors around each of the schools.

We've been told that many of the students who brought guns to school brought them for protection. They were often the victims of random acts of violence on the way to and from school.

To address this problem required the cooperation of the entire community. And that brought the third prong of our program_the inter-agency council.

This council is a group of school officials, law enforcement, community leaders, parent associations, everyone in that community working together to solve the problems of our young people.

We are able to address issues in that council that we would not normally address in a district attorney's

office_truancy, gang information, things like that, we address in the particular inter-agency council.

We believe in our office that community service must be a meaningful community service.

And so, that is why when a person is sentenced to community service, it's not just cleaning up the streets or cleaning up the park, but it's something that would have a direct

relationship to the crime that has been committed.

Perhaps it's something that would improve their self-esteem, that they would learn something positive about the criminal justice system.

We have many success stories in our office that I could tell you this morning, but, of course, not in five minutes. We could tell you about the young man who, by all statistics, should have failed in life and become a high school drop-out.

But after participating in the summer internship program, today, he is a freshman at a local university. And in our office last week, he used our computers to type up a final examination in one of his classes.

Another participant now who had received his GED and is now playing with a popular band. And last year, his salary was quite impressive.

Another young man has started his own business at the age of 21 and was featured recently in a news story.

In our view, a prosecutor's office can no longer take a narrow view of their role in the community. We must play a critical role in preventing crime by reaching out to our young people.

In the prevention of crime, it means that we must do all of the things that I suggested in my opening. And prevention can take many forms and must be crafted in each county in a way that reflects the needs of the local communities.

Our office does just that, without any outside funding.

Fortunately, we are a large office and can afford to devote some of our resources to this important work.

Many of our fellow prosecutors in New York City and in the larger counties outside of New York State have broadened their views of the prosecutor's role and getting involved in prevention, education, and treatment.

Like community policing, the concept of community prosecution has started to take hold in prosecutors' offices throughout this country.

Increasingly, prosecutors recognize that they can ill-afford to continue to limit their involvement in crime reduction solely through efforts to convict and incarcerate.

To build on the extraordinary reduction in crime we have experienced in recent years, prosecutors must devote some of their attention to preventing crime. We must work closely with communities and reach out to the earliest possible time to our children at risk.

We must begin to open our doors to allow kids to come in and experience what we do, to begin to build more positive relationships with our young people.

How can Congress help?

Congress must create more jobs for young people, not just the minimum-wage place for a kid to go to, but jobs that are meaningful.

And we must actively teach kids skills that raise young people's level of self-esteem and values.

It's never too early to begin to fund vocational programs. Congress can help by providing technical assistance to police and prosecutors who want to get involved in juvenile crime prevention programs, help them design programs, help them look for resources, help them coordinate with available services, help them find grants to pay for the staff, the materials and the evaluation of these programs.

And Congress should consider providing some direct funding for prosecutors, direct juvenile crime prevention programs to enable and encourage smaller offices to get involved in the critical things that we are doing in the large office in New York City.

Thank you very much for the opportunity to testify today, and if our office can be of assistance to you further, I'd certainly like to come back and talk to you more.

See Appendix C For The Written Statement Of Statement Of Jesse Sligh Executive Assistant District Attorney Queens County District Attorney's Office, Kew Gardens, New York

Chairman Castle. Thank you very much, Mr. Sligh. You'll have a chance to talk to us in a few minutes when we question you some more.

Mr. Sligh. Thank you.

Chairman Castle. Now we'll go to Ms. Ballard next.

STATEMENT OF KARLA BALLARD ARISE INTERNATIONAL WILMINGTON, DELAWARE

Ms. Ballard. Good morning. It's a pleasure to speak with you today about the YIELD program.

I would like to thank Congressman Castle as well as the other members of the Subcommittee for this wonderful opportunity.

I am here today to share a success story with you about one of the ways that we are addressing juvenile delinquency prevention in Delaware.

This story begins with a partnership.

In 1997, my organization, ARISE International, a company focused on economic development in urban communities, used a community-centered approach to address some of the issues Wilmington was witnessing with teenage crime.

The partners included: the University of Delaware's Center for Economic Education and Entrepreneurship, Dr. Sonny Hill, of the nationally-recognized Sonny Hill League, Howard High School, Delaware's Small Business Development Center, the City of Wilmington, MBNA America, and Chase Manhattan Bank of Delaware.

We wanted to create a program that would teach young people legitimate ways for earning money, while instilling moral and educational values.

We wanted to give them hope and a brighter future.

The result of this partnership was the Youth Institute for Economic Leadership Development_or YIELD. YIELD assists students in defining the real economic value to society.

The students learn the basic components of an economic system and gain an understanding of how to make this system work to their advantage. Students learn how to become entrepreneurs/intrapreneurs and receive proven techniques for achieving financial success nationally and internationally.

Most importantly, the students are challenged to move beyond their perceived self-limitations and to learn how to become viable economic contributors to our society.

This is a success story because we have results.

45 students have already successfully completed the program and we plan to conduct an extensive evaluation process to learn how we can enhance the program and, more importantly, serve more students.

Preliminary results show that students who have completed the program last year, our first pilot year, are still in school and most are employed by several businesses in the Wilmington area.

We have been successful in maintaining contact with all the students by offering them ongoing activities and support.

We are going to expand the program this fall by providing three community-based after-school programs in an effort to begin establishing many YIELD clubs or groups throughout the community.

Our goal is to work towards creating a youth market for our students to engage in legitimate business ventures amongst each other, replacing the underground market many of them become involved with.

I've already received feedback from some students that YIELD is becoming known throughout the Wilmington high school population and inquiries are being made on how to become involved.

The idea is to initiate a movement in Wilmington, Delaware, to break the cycle of economic depravity, to break the cycle of hopelessness, and instead, create a renewed spirit of self-worth and the ability to dream and reach one's full and true potential.

We are also looking forward to an exciting and mutually beneficial partnership with the Delaware Department of Health and Social Services, to support the idea of a community-centered initiative impact our youth in all aspects of their lives.

Today, I would like to briefly describe the key components of the process we use and are still using to establish a comprehensive youth development program to address the local concerns our youth are facing and suggest ways to replicate this program on a national level.

In no way are we professing to have found a cure-all.

However, the process that we have chosen is one that is community-centered versus agency-driven, and one that I believe will serve as a solid model for ensuring the economic solvency of our youth, not only in Wilmington, Delaware, but across the country.

Critical to the process of defining and initiating a movement is knowing the factors that influence juvenile delinquency, such as unstable family structure, economic disparities among communities, education, external cultural influences and racial biases.

When one considers all these factors, it's imperative that a collaborative approach is used to bring community organizations together to establish a unified youth development prevention initiative.

In addition to looking at juvenile delinquency prevention from a more community-centered approach, we must also address this issue by applying entrepreneurial strategies.

There is a definite need to fully understand the interests of the students who are at risk. Our target market_to ensure effective delivery of our program, a youth development initiative.

I would suggest the involvement of major corporations to address the role that economics plays in relation to juvenile delinquency, especially those corporations located in areas where the highest rates of juvenile delinquency exist.

For example, partnership with the National Education Association would help to address the educational factors influencing juvenile delinquency.

A partnership with the Alliance for Children and Families will help to address the wellness of the immediate home structure of the child.

I would certainly engage the entertainment industry because they have an incredible pulse on what our youth are attracted to and do a phenomenal job in capturing their attention.

For years, associations like the National Urban League have worked hard towards bridging the social and economic gaps between the races.

Organizations such as this one are effective vehicles for impacting change in some areas identified as high-crime areas.

If statistics can jump from 1974 to 1988 with an increase of 20 percent in juvenile delinquency, then over a four-year period from 1988 to 1992, increase at a rate of 50 percent, then someone or something out there has an incredible marketing strategy for promoting juvenile delinquency.

I believe you can take that same amount of energy and achieve the same percentage with societal help only if there are the appropriate individuals and organizations on a national level working together on this issue.

In closing, I would like to share a quote by James Baldwin, a famous author and playwright:

``For these are our children. We will all profit or pay for what they become."

Thank you.

See Appendix D For The Written Statement Of Karla Ballard, Arise International, Wilmington, Delaware

Chairman Castle. Thank you, Ms. Ballard. We appreciate those comments, too.
And we'll turn now to Mr. Schiraldi.

Mr. Ford. Mr. Chairman, I just want to inquire.
Is that your mom sitting right there, young lady?

Ms. Ballard. Yes.

Mr. Ford She was very proud of you throughout your presentation, I might add.
And she had every right to be.

Ms. Ballard. Thank you.

Chairman Castle. Did you know that, or you just saw from the beaming aspect of it, Mr. Ford?

[Laughter.]

Mr. Schiraldi?

STATEMENT OF VINCENT SCHIRALDI EXECUTIVE DIRECTOR, CENTER FOR JUVENILE AND CRIMINAL JUSTICE WASHINGTON, D.C.

Mr. Schiraldi. Thanks for your kind introduction before.

I wanted to also let Committee members know that in addition to the direct service work we do, we do a lot of research and I've been on a lot of different commissions on youth crime in California, Governor Deukmejian's commission, and the juvenile probation commission in San Francisco.

So I really want to talk today a little bit about some of the research, as well as some of our direct experiences, particularly working with minority youth who are caught up in the juvenile justice system.

There's a large body of research which paints a really dismal picture of the disproportionate minority confinement in America.

Black youths are now seven times as likely to be held in public detention facilities as white youths.

In both Connecticut and Texas in 1996, 100 percent of the juveniles held in adult jails were minorities. Blacks make up about 12 percent of America's population and about 13 percent of drug users.

So about the same rate as their representation in the general public.

But teenage black males were confined for drug offenses at 30 times the rate of their white counterparts in the last year for which we have data.

Now some have been tempted to conclude from this that since blacks commit most of the crime, they occupy most of the jail cells.

But I think a fair analysis of rare in America's juvenile justice system is much more complicated than that. In a meta-analysis of studies on race and the juvenile justice system, researchers Pope and Feyerheim found that about two-thirds of the studies showed that even when other factors are held equal, race mattered and mattered for the worse in sentencing juvenile delinquents.

Delbert Elliott's studies of differential offense rates of white and African-American teenagers have shown that black teenagers do commit violent crimes at about 1-1/2 times the rate of white teenagers.

So the rates are not completely the same.

However, after their teenage years, whites mature out of criminal behavior and begin to show declining involvement in violence, while African-Americans show a

resurgence of violence in young adulthood.

Importantly, and this really gets to what both of you have mentioned up to this point, when youth possessed either a job or a stable relationship, both blacks and whites experienced the same precipitous decline in violent behavior.

So a job and a stable relationship have been shown to reduce criminality in both whites and blacks equally.

I think this has profound public policy implications because it shows that we already have a model system for addressing delinquency here in America.

And that's the system that helps white teenagers mature out of violence. In that system, friends and neighbors serve as mentors. Special schools are arranged and restitution and community service are worked out.

What I would urge Congress to do is to not give up on these minority youth, but promote a system for them which mirrors that which any of us would want for our own kids if our own kids were in trouble.

Let me give you an example.

My organization was referred the case of a black high school teenage senior charged with a strong-arm robbery.

Derrick's mother had died the year before, but he was still in school, he worked nightly repairing shoes, and he was enrolled in ROTC.

One day after school, he stole a sweatjacket off another student. Derrick's lawyer told me about the case and was unable to get the DA to offer anything other than state prison, explaining_now these are his words_that his client had what he called a big black kid problem, because he was six foot three and exuded a tough attitude towards those who didn't know him.

My agency got Derrick and the victim's mother to meet at the local police station. She yelled at him and he looked at his shoes and mumbled what appeared to me and, more importantly, to her, to be sincere apologies and she learned how he hadn't been in any trouble until his mother had died.

Derrick paid restitution for the sweatjacket and we set him up training recovering drug addicts to repair shoes, which is eventually what the judge ordered with the mother's blessings.

Although it had a happy ending, I think it was clear from the beginning that the system saw a script for Derrick which was eventually going to include a trip to prison.

The system didn't recoil from locking him up like it would have for a white ROTC, working high school senior whose mother had died the year before.

The burden was on us to humanize Derrick. I felt he walked into court as a stereotype.

Indeed, that prison-bound script is not so far from accurate. A recent Justice Department study found that one in four black male children born last year will go to prison_not jail or probation, but prison_at some time in their lives until something changes.

It was only through luck that Derrick found us. Many more Derricks don't.

Too often, minority youth are ministered to by disinterested bureaucrats and imprisoned in dangerous warehouses.

It is indeed true that the opposite of love is not hate, but apathy.

As a result, while white youth are obtaining the jobs and establishing the relationship that will alter their life path from violence to success, like others have mentioned, like Dr. Elliott's data confirm, and like common sense tells us, black youth are learning the hard lessons taught in America's jails and prisons.

My program was funded partly by DNC funds. It takes youth who are in juvenile hall, these same types of youth, obtains their release under strict conditions and sees them face-to-face three times per day after they're released.

My staff who are long on street smarts are there when the pager goes off at 2:00 in the morning because the kid's father's on a drunken binge and about to tear the kid's head off, to defuse the situation and get the family to safety.

On the other end, we're honest with the judges about our client's progress, warts and all.

Staff are trained to think creatively and look at their clients like a nephew who has gotten in trouble_not to make excuses, but to demand accountability combined with deep concern for their welfare.

The research on that program shows that our clients were re-arrested at half the rate of the control group and re-arrested for violent offenses at a third the rate of the control group.

Over 90 percent of the kids we serve are minorities.

When he was locked up in the Birmingham Jail, Rev. Martin Luther King, Jr. stated, ``Injustice anywhere threatens justice everywhere.

Treating youth with care and decency while still holding them accountable the way you or I would want our kids treated works as well for minority youth as it does for white youth.

For my part, I know that if the system would not give up on my children who are white, it should do no less for the sons and daughters of African-American parents.

I thank you for this time.

See Appendix E For The Written Statement Of Vincent Schiraldi Executive Director, Center For Juvenile And Criminal Justice Washington, D.C.

Chairman Castle. Thank you very much, Mr. Schiraldi. We appreciate that.

Ms. McBrayer, we're ready for your testimony.

STATEMENT OF SANDRA MC BRAYER EXECUTIVE DIRECTOR THE CHILDREN'S INITIATIVE SAN DIEGO, CALIFORNIA

Ms. McBrayer. Mr. Chairman and members of the Committee, thank you for the opportunity this morning.

San Diego County is in fact the fourth largest county in the United States. It is made up of 4620 square miles, which is equivalent in fact to the State of Connecticut.

We have a five-member board of supervisors. We have 18 incorporated cities, 66 independent special districts, 43 separate public school districts with 43 superintendents and 43 school boards.

We have five community college districts, five California state senate districts, nine state assembly districts, and five U.S. congressional districts.

As much as we don't want to admit it, we believe in government and governance.

Yet, when I see San Diego County, I see children, children who speak and hear a multiple of languages_in fact, 85 to date.

I see children who live in our dense urban areas, refugees from Rwanda and Bosnia who speak little or no English.

I see children who live on 18 different Indian reservations and those who grow up in our vast agricultural and desert spaces.

And in San Diego County, I see children living in poverty. Over 100,000 to date.

San Diego County has the opportunity and the challenge of meeting the needs of 739,000 young people. Our child population in San Diego County currently exceeds that of 21 states.

And in the next two years, it will increase by 26 percent.

I say this because it's not a problem for us. I say this because we can overcome any obstacle that is placed in front of us.

It is not what we do in San Diego County, but how we do it.

San Diego County is on the cutting edge of the national efforts for juvenile prevention and youth violence. With the strong assistance and vital help from the Office of Juvenile Justice Delinquency Prevention, San Diego County has developed a blueprint for how to protect our children and youth and how to promote their positive development.

In the last three years, under the direct guidance and support of OJJDP, and with technical assistance for the developmental research program and the National Council on Crime Delinquency, the Children's Initiative has convened more than 100 diverse organizations.

This team, comprised of public and private organizations, law enforcement, community, schools, have worked to implement the San Diego County comprehensive strategy.

We have worked with the extensive research from OJJDP and a philosophy of shared responsibility and coordinated action. This has resulted in a region-wide effort in San Diego County to develop healthy, responsible youth through prevention, intervention, and graduated sanctions.

We look at prevention and say, how do we ensure that a child does not enter the juvenile justice system?

We also look at intervention.

Once a child is in our system, how do we ensure that the services and programs they need are in place so that we can get them back on the right track?

And we look at graduated sanctions. We look at children who are committing serious crimes and making sure they are separated from others so that they cannot continue their destructive path of harming themselves and possibly others.

The comprehensive strategy in San Diego County is our roadmap to spell out what we need to do and how we get there.

OJJDP's focus on prevention, strong research base, models, support of community collaboration, and the dissemination of best practices, provided San Diego with the opportunity and the skills needed to succeed.

But we didn't wait until our blueprint was published. In the 18 months of design, San Diego County quickly saw a need and it was what the speaker said this morning of after-school programs.

We saw that there was substantial state and federal funding for elementary school children after school. We saw high school students had sports, drama and jobs. But we

saw middle school students falling through the cracks.

We saw that they were too young to be left alone, but too old for babysitters.

We also saw in San Diego County the crime statistics showing what was happening in the hours between 2:00 and 6:00 p.m.

We did not go to schools and say, what are you going to do about the problem. We brought the team back together.

We brought together community, law enforcement, health, education, and said, how can we do it together?

How can we ensure that we have a safe place for children after school?

And then we asked children, what do they want? We did a survey that said, totally awesome, okay, and totally gross.

Sorry to say, but golf got totally gross.

But do you know what got totally awesome on every survey? Cooking. The youths said to us, we have to cook for our families because they're working. Will you teach us how after school?

Babysitting. They say, we have to care for our younger brothers and sisters and they're driving us nuts. Will you teach us how to better care for them?

Real-life problems with real-life solutions.

So in San Diego County, the county board of supervisors put together $1.2 million, an impressive amount of money and a bold and creative action on behalf of youth.

With blended monies from the State of California, the City of San Diego, San Diego opened 27 after-school programs for middle-school youth.

In the first year of operation last year, 14,000 youth had a safe place to go.

This experience was not a one-person going it alone. It was the blending of state, county, and foundation dollars. It was partnerships with schools, providers and businesses clearly listening directly to children and youth.

It was examples we learned at the federal level from OJJDP, the Children's Initiative, and the Comp Strategy.

It is not about what we are doing. It is about how we are doing it.

Through partnerships with education and justice, clearly using research-based programs and services, with blended funding from all streams, and with the total inclusion of parents and youth, this model works.

San Diego County is proving it again and again, in after-school programs, in gender-specific services, in community assessment teams, and in intensive probation supervision.

We are clearly demonstrating that you can teach grown people to share. They might not like it a whole lot, but they can do it and it's necessary.

We must break out of our silos at the county level, the state level, and the federal level.

It can be done. And if it is being done in San Diego, it can be done anywhere.

Thank you.

See Appendix F For The Written Statement Of Sandra Mc Brayer Executive Director The Children's Initiative San Diego, California

Chairman Castle. Thank you, Ms. McBrayer. We appreciate that testimony as well.

Now we turn to Ms. Ott.

STATEMENT OF BARBARA OTT DIRECTOR SILVER SPRING YMCA YOUTH SERVICES SILVER SPRING, MARYLAND

Ms. Ott. Mr. Chairman and members_

Chairman Castle. Excuse me, Ms. Ott, for a moment.

Mr. Scott. Do we have a vote?

Chairman Castle. No, I think that was just the beginning of the session because it was delayed. I don't think there's a vote on, unless somebody can contradict that.

No.

I'm sorry.

Ms. Ott. Mr. Chairman, and members of the Subcommittee, thank you for the opportunity to testify before you on the importance of comprehensive strategies for the prevention of juvenile delinquency.

This is a topic which is immensely important to me, not only as the director of the Silver Spring YMCA Youth Services for the last 12 years, but also as a mother, a grandmother, a volunteer, and a foster mother.

I know the value of investing in our nation's youth, particularly for those at risk of juvenile delinquency.

Not band-aid remedies, but thoughtful, multi-cultural, comprehensive community-based strategies that seek to develop the entire youth, not simply treat a particular problem.

I want to keep our children safe.

Silver Spring YMCA Youth Services has been serving the community for over 25 years, as a free, nonmembership-based, outreach program of the Silver Spring YMCA.

Like all YMCAs, Silver Spring services all ages, all abilities, all incomes, all races, and all religions.

YMCA Youth Services lives its mission to foster the spiritual, mental and physical development of families and individuals every day.

YMCA Youth Services offers a full range of prevention, early intervention and treatment services to over 2000 youth and families per year, always developing and implementing new programs designed to address the specific needs of that particular community.

Indeed, the YMCA nationwide is a partner with over 400 juvenile courts and some 300 public housing developments in an effort to reach out to at-risk youth.

But with only five minutes, I'll simply give you a brief overview of one of our programs, called HOME_Hope and Opportunity in a Multi-cultural Environment.

HOME operates out of the Carroll Avenue and Quebec Terrace Apartments. For many years, the "Y" had driven a van over to the Carroll Avenue and Quebec Terrace Apartments to pick up youth and take them swimming and camping.

The families at Carroll Avenue struggled to survive economically and personally, in a culture with rules they did not understand.

African-American, African National, Latino, Vietnamese, and Cambodian residents live next door to each other, but did not speak to each other.

They were crowded, isolated and fearful of their unknown cultural surroundings.

Often poorly educated, the parents did not utilize the resources of the schools and the government and have had a diminished sense of personal control and ownership of their community.

It soon became apparent that these children and families needed much more. The children needed a safe place in their neighborhood all year, and we needed to prevent problems.

We believe that to be effective, you must reach out to immigrants on their own turf and work on their issues first.

I asked the apartment owner to allow the "Y" to use the apartment as an activity center. He agreed. This early partnership gave birth to the program we call HOME.

Today, HOME is a formal collaboration of public, private and nonprofit agencies working together with the residents in a focused effort to create a community.

The youth who regularly participate in our program represent the community at large.

Last year, 70 percent were Hispanic, 20 percent were African-American, seven percent Asian and three percent Caucasian.

There 727 participants at HOME. HOME is the glue that holds the child, the family, and the school and the community together.

HOME collaborates with many community resources, including the Federal Office of National Drug Control Policy, Montgomery County Health and Human Services, Montgomery County Police Department, the Maryland Department of Juvenile Justice, the State Park and Planning Commission, recreation, public schools, and churches and businesses.

The Homework Club is a safe place for children 5 to 18, where they receive tutoring and training, a healthy snack and participate in supervised recreation and trips to the library.

HOME has its own youth marketing team. They recruit other children in the neighborhood.

The results indicate that our efforts have been worth it. School absences decreased among Home Work participants in 1998. The comparison group did not show a consistent decline.

Another success story is in a program called Man-to-Man, which provides activities and counseling aimed at instilling respect, integrity and responsibility.

One of the 35 participants_we will call him John_had extensive dealings with the juvenile justice system. He had been involved in auto theft, narcotics, gang activity, and served time in the juvenile detention center.

After being released from the detention center, he sought help from our male mentoring counselor. He and his mother participate in counseling.

John participated in all the programs of the Man-to-Man program and now, each day, he is equipping himself better to resolve his circumstances and has re-enrolled in high school.

He and his two brothers will not likely participate in the juvenile justice system.

Investing in our nation's youth should be a priority for all of us. Organizations like the YMCA and prevention programs like HOME play a tremendous role in meeting the varying needs of youth.

We hope to replicate HOME in a comparable community.

With that in mind, thank you, Chairman Castle, for this opportunity to testify. I gladly welcome any questions from you or other members of the Subcommittee.

See Apprndix D For The Statement Of Barbara Ott Director Silver Spring Ymca Youth Services Silver Spring, Maryland

Chairman Castle. Thank you very much, Ms. Ott. We appreciate that testimony.

I'll now turn to Congressman Greenwood, who will introduce Mr. Smith and his guest.

Mr. Greenwood. Thank you, Mr. Chairman. I apologize for being late and neglecting to introduce my friend and constituent, Bob Smith.

I'd like to do that now.

Bob Smith is the director of development for Youth Services Agency of Pennsylvania. He's been actively involved with work involving risk and delinquent youth for over 25 years, which means we were both social workers in Bucks County at the same time.

And as I often say, it was my work with acting out adolescents that best prepared me to come to Congress.

[Laughter.]

The Youth Services Agency of Pennsylvania is one of the

most creative programs in the country. They run adventure programs, alternative education, high schools, runaway and homeless youth programs.

They have a nonprofit construction company and in fact, they're now building their third community center in Pennsylvania.

One interesting point is that 14 of the young people that were once clients of the organization now are employed by the organization, success stories.

And he has one of his success stories with him. The lovely young lady seated next to him is Jesse Armetta, and I'll let Mr. Smith introduce her.

And if I might ask for a moment more indulgence from the Chairman, I'd like to introduce another friend of mine, Police Chief Steven White from Doylestown Township

is with us.

He's here for a meeting with the International Association of Chiefs of Police. But he's also a very important resource for me and my staff when it comes to working with policies on troubled youth.

And I'd like to welcome Steve to the hearing as well.

Thank you, Mr. Chairman.

Chairman Castle. Thank you, Mr. Greenwood. And we're ready, Mr. Smith, to hear from you.

STATEMENT OF ROBERT SMITH DIRECTOR YOUTH SERVICES AGENCIES OF PENNSYLVANIA DOYLESTOWN, PENNSYLVANIA ACCOMPANIED BY: JESSE ARMETTA

Mr. Smith. Thank you. And thank you, Congressman Greenwood, for your kind words. And I'm also glad to see the chief.

Mr. Chairman, I represent the Runaway and Homeless Youth Programs. We have a number of facilities throughout the country that I'm hopefully representing today.

We run the Runaway and Homeless Youth Center. We also run a transitional living program.

The Runaway and Homeless Youth Center is two facilities containing five beds where kids that are on the street and at risk of many, many things, such as exploitation, abuse, years of painful isolation, we're able to take those kids in for up to 15 days.

In our transitional living program, we have been recognized as a best practice model by the Administration for Children and Families in 1998.

We have over the last nine years developed programs for youth where they live, learn and develop a life-long trade while pursuing future education opportunities.

Youth in one of our TLPs, located on the campus of a large geriatric facility located in Bucks County, live in a supervised setting while enrolled in a unique training program we developed with Chandler Hall Health Services.

Each youth can earn credentials in areas such as a nursing certificate, therapeutic recreation, hospice care, child care certification.

These are an example of the many training programs available to our youth through this program.

If our youth complete the program, the nursing facility and youth services of Bucks County, then out of a joint fund, further fund these children to go on for their college education in a chosen area.

Other career and personal development training is available through Youth Services Agency of Pennsylvania's non-profit construction company, which Congressman Greenwood mentioned, and we are building our third adventure community center in Pennsylvania.

All three of those centers will house alternative schools for the communities that they're in. One is in Wilkes-Barre, Pa. We have another one in Middletown, Pennsylvania and another one in Doylestown, Pa.

Those centers are also opportunities for kids to receive employment. We have 14 young people that have gone on to work for the agency.

We also have graduated ten youths from the program into college, five of which have graduated, five of which are still in school.

I'm here today to really speak on behalf of the Runaway and Homeless Youth Act.

I would like to say that I think that, ASAP, we really need to re-authorize this act. Every day, there are kids all over this country that are on the street and they're not there for reasons that they caused. We have a number of youth that are on the streets because they've come from abusive homes.

They've been sexually abused. They've been abandoned and they've been neglected.

And when the time comes when they're independent enough to walk out the door, they will. They'll do it for safety reasons and in many cases, they'll do it so that they can save their lives.

I brought with me today a person that I'm very, very proud of who is in our transitional living program. Her name is Jessica Armetta.

Jessica has agreed to let me tell her story, which I know is a very difficult story. She asked that I tell it. She would like to talk at the end because she fees that it would be a little bit much for her to tell the story here with everybody in the room.

Jessica is from San Diego, originally. She was living with her mother and her father.

They separated when she was only four years old.

Because of a situation where Jessica was abused, actually being beaten and burned, she was taken out of her home from her mother and returned to her father's care in the State of Pennsylvania.

Unfortunately, while staying with her father, she was sexually abused by her father from the age of 7 until the age of ten years old.

You can see that this is the kind of kid we're talking of. This is the kind of story.

It doesn't end there. Jessica at that point was transited back to her mother, who had remarried. She was living with her stepfather and his three children, one of which, her stepbrother, molested her from the age of 11 to 14.

At that point, Jessica had pretty much had enough and she decided that she was going to take off.

She ran away.

Unfortunately, at that time the system viewed running away as a very serious problem. Jessica was brought back to the family. She was found to be delinquent because of her inability to maintain herself at home and because of drug charges that were brought by her mother.

She then spent four years in the juvenile justice system, coming out when she was 18 years old, returning to her mother. Her mother having, I think, some understanding, but very little support for her when she reported the abuse that she had been through.

The mother more dependent on the father, the stepfather at this point, needing the money that they supplied, so that she could continue to live.

Jessica at that point had to leave the house.

When she called us, she found out the name of our facility from an outreach that we had done to local churches. She called us up. She had been staying in a hotel and she had run out of money.

Just before Christmas of this year, she called us. We took her into the transitional living program.

Today, she is working at Chandler Hall Health Services in the aquatics program and she is working towards a certificate in therapeutic recreation.

She would like to stay working for Youth Services of Bucks County past her time. Therefore, she is getting some of the credentials that we need to work in our adventure programming.

Just for a moment, I'd like Jessica to speak. I know the red light is on. If we could just give her an additional couple of minutes to say what she wants to say.

Ms. Armetta. As you heard, I've had a difficult life.

I just want to make sure that I'm comfortable bringing up my past because I'm dealing with it.

I'm very fortunate to be involved in this program. Before I came into the program, I staying in motels until I ran out of money. I was a friends house calling and calling.

A lot of them wouldn't take me because of my situation and my age.

When I called the program, I lied about my age and they told me that they were willing to help me, so I told them, can I call you back? And when I called back, I came clean with the program coordinator and she still helped me.

In a few days, I was entered into the program.

They helped me obtain employment that could become my future career. I was able to_they provide me with stable housing. They encouraged me to trust people.

And . . .

Mr. Smith. Jessica has asked if she could stop at this point.

This is a great young woman who is going to go on to do great things, not just because of us, but because of her internal strength to deal with all that she's been through.

You can see the reason why we're really encouraging you to re-authorize the Runaway and Homeless Youth Act, where we'd like to see it as a separate act so that it's not caught up in the juvenile justice stuff.

If we're going to reauthorize JJDPA, please re-authorize it with a strong prevention component. Reauthorization needs to include the institutionalization of status offenders, to not have kids like Jessica end up in the juvenile justice system when they need other levels of care and they need to learn tangible skills.

And they need to talk to people so that they can get through the trauma that they've been through in their lives.

Thank you for your time.

See Appendix H For The Written Statement Of Robert Smith Director Youth Services Agencies Of Pennsylvania Doylestown, Pennsylvania Accompanied By: Jesse Armetta

Chairman Castle. Well, thank you, Mr. Smith. And Jessica, we thank you for your courage in being here. It does take some courage to come before a group like this and to have that story told.

It makes an impression, believe me, on all of us.

We now have reached the time when each member is allowed to ask questions. And again, we have the same rules with respect to the lights.

We have five minutes.

There may be times when a general question is asked and you each have to answer. If you start to multiply that out by a number of minutes, we're going to have a problem.

So when that happens, please be very brief in your answers. In some instances, we'll be asking questions specifically and I think that's generally what I'm going to be doing.

I will start off.

I'd just like to ask a few questions. First of all, I heard prevention loud and clear from each and every one of you. I happen to be a believer in that as well. And I think that's extraordinarily important.

We have to treat things like runaway children as a separate and identifiable program and perhaps keep that separate as well.

And I also appreciate that.

In terms of carrying some of these things out, though, I'm curious as to what you've learned. Mr. Sligh, let me just ask you very briefly.

You mentioned this, but I just want to get a more general answer.

Are other prosecutors becoming more receptive to getting involved with these kinds of prevention programs, as you have described?

Is that a change among the prosecutorial ranks, or are they too busy and they feel we can't do this?

Can you characterize this based on what you know?

Mr. Sligh. Certainly, it's a change and I see the major prosecutors' offices within New York State moving in that direction.

And the reason I mentioned the smaller offices is because I'm sure they don't have the kinds of resources to do the things that we are doing in New York City.

But I know that all of the five district attorneys' offices within New York City are moving in that direction with programs that are very similar to the ones that we've talked about here today.

Chairman Castle. Okay. I hope that's happening. I see it happening in the schools. There's a real changes in the schools with after-school programs, much more receptivity than there used to be, which is tremendously helpful.

And I was once a prosecutor for a while and I don't remember thinking that way much when I was a prosecutor. So, hopefully, we're all learning our lesson with respect to

that.

Ms. Ballard, this is a big question. And I want to be careful because I listened to Jessica's story and I realize that problems begin at home and the solutions often are at home or in specific programs.

But there are some general things which happen. And one of them is the influence of television.

You mentioned the entertainment industry and the need to bring them into that. I was curious about your statement with respect to that and curious about any thoughts you have of anything that we could or should be doing.

I realize, in a general sense, you're absolutely right. But I was wondering if you have any thoughts about what should Congress be doing or what can we be doing with respect to making sure the entertainment industry is not affording the thinking, the mentality that perhaps some of these kinds of acts by youth are okay.

Ms. Ballard. Right. And since we had five minutes, that's probably the largest section that I omitted.

But one of the things that I've begun to recognize in working with our students is that there is sort of a missing bridge between today's culture and today's entertainment groups and things like that, that are talking a lot about the juvenile justice system because a lot of these entertainers in some instances have been part of that system.

So when I talk about our target market, I am talking about a lot of the African-American population. That's the population mostly served in the YIELD program.

And in talking with some of the students, there's this real desire to have_if we're going to look at approaching this whole issue from a national level, to have the entertainment industry kind of come to the table and talk about what a lot of the singers are discussing in their lyrics.

A lot of people are saying that they're promoting juvenile delinquency.

However, I believe that's sort of a misnomer. I think that there is a way that we can kind of bring the entertainment industry to the table and have the actual artists sit down and talk about, no, we're not necessarily a part of this system any more.

I'm not saying all are. Some may be. I don't know their personal lives.

But I think there are a great amount of artists who are not promoting juvenile delinquency, although we are walking away with the notion that they are in their lyrics.

So when I do talk about bridging the gap between entertainment and the juvenile delinquency prevention initiative, I'm saying almost a consortium should take place, to sit down and talk with that industry about some of the ways that we can bridge the gap.

Chairman Castle. Thank you, Ms. Ballard.

I'm going to suspend my questioning there. Mr. Greenwood has to leave early. Mr. Kildee has been kind enough_I'd normally go to him_to let him go next.

And if we can do that so that we can keep moving.

Mr. Greenwood. Let me thank Mr. Kildee. That's very gracious of you. I appreciate the consideration.

Are you okay, now, Jessie? Can I ask you a question?

I'd like to better understand why it is that, initially, you felt that you had to lie about your age.

Were you 18 at the time? And if you could answer that question and then between and Mr. Smith, just explain to us how your age was ultimately_how that issue was resolved.

Ms. Armetta. I'm 20. Since I wasn't physically abused, a lot of places would not take me in.

So when I got a hold of the lady, she said_

Mr. Greenwood. By that_let me interrupt you. I'm sorry.

What you mean by that was that you were not physically abused immediately preliminary to your call.

Is that it?

Ms. Armetta. Yes, I wasn't physically abused at that time.

Mr. Greenwood. Right.

Ms. Armetta. I was getting away from a situation that would be more of an issue.

So when I was calling, I was 20, and they told me to lie because I was desperate and I needed a place to stay.

So when I called, I told her I was 16. And then when she said that she could help me_she said that she takes 18 to 21. And I was just like, okay, let me call you back.

[Laughter.]

And then I called back and I told her my age. And she still helped me.

Mr. Greenwood. Did you disguise your voice and say you were somebody else?

[Laughter.]

Ms. Armetta. No. I kept my voice. And so she was fine with that.

Mr. Greenwood. And Bob, could you maybe explain, it would help the Committee to understand the transitional program, how you managed to provide services for someone of Jessie's age?

Mr. Smith. Well, we're trying to work with kids that fall between the cracks. There are a number of kids that are not served by public agencies. They may not have committed crimes. They may not have been kids that have been identified to a child welfare system.

But they are kids that don't have a place to stay. What do you do with a 17-, 18-, 19-year-old kid? We're talking about kids that have to make the transition from their adolescence to their adulthood.

In order to do that, they need skills. These kids, when they are placed_we get a lot of boys that are placed out of their homes because of a conflict in the home. We get a tremendous amount of young women who are placed on the street because they're living in sexually abusive homes and they cannot tolerate staying there any longer.

But they need skills when they come out of those situations. And they also need to work on some of the trauma that's been laid at their feet.

One of the things that our program tries to do is really have a complex look at these things. Kids that are coming into our runaway shelters, we want the family back involved.

In fact, we've re-united 87 percent of the kids that we've seen back with their families. We know that that's where the strength can be.

But there are people like Jessica whose families really are not a strength. They're a danger. And they're the kind of kids that can go into our transitional living program.

It's been successful because we can hold onto them through the funding that we get from the Runaway and Homeless Youth Act that keep them for up to 18 months.

We can teach them how to live. They live relatively independently in a shelter that has minimal staff, but it does have supervision. And it has people that understand that they're making the transition.

We put a lot on Jessica to live day-to-day. She has to take care of things. She has to budget herself. She has to take care of her primary needs. And she's expected to be at work every day.

We also know that the kids we work with don't have those kinds of skills and they can work in our program and they can fail.

We expect them to fail. But we can use it as a learning opportunity to teach them skills so that they won't do it over and over again.

And I think Jessica represents somebody that_all the trauma in the world, it sounds terrible. But it's her strength that keeps sticking with me. It's her ability to overcome this and still say, I'm going to have a life.

It's amazing. It's amazing. And I appreciate her talking.

Mr. Greenwood. Well, we think she's a heroine to be here. She's really fabulous.

Mr. Smith. Yes.

Mr. Greenwood. Are there any recommendations that you would make to this Committee in terms of changes that we might make in the act in order to make it so that you don't have a problem dealing with these slightly older young people who are over the age of 18?

Is the system, as it's set up now, working well enough?

Mr. Smith. Well, the system is set up so that we can continue to work in a continuum with kids when they run away to the time that they need transitional living service.

We've got a lot of kids that age out of the juvenile justice system, too, because they have no place to turn_18, and they're done. And then they're on the street.

It doesn't take long before people start to panic and they burn all their bridges and they've stayed with all the friends that they can stay with.

So we appreciate this. But we have to subsidize these programs pretty heavily through other services that we provide. We obviously can't do it with the amount of money we get.

But we appreciate it because it allows us to have the seed money to go ahead and build other systems.

One of the things that I would really like to see is this legislation separated out from juvenile justice because I think sometimes it can get caught up in a lot of the machinations that are important.

But, really, Runaway and Homeless Youth has been going on for a long time and it's been very successful at working in a prevention mode to keep these kids out of the juvenile justice system.

And I would like to see funding on its own.

I know in the Senate, they're already talking about a bill for runaway and homeless youth that's separate from the JJDP.

So I think that that would be helpful.

Mr. Greenwood. Thank you. And again, Mr. Kildee, thank you for your graciousness.

Chairman Castle. Thank you very much, Mr. Greenwood.

Mr. Kildee?

Mr. Kildee. Thank you very much, Mr. Chairman.

Jessie, about ten years ago, we had a young witness testify from Michigan. His name was Mike. I've seen Mike quite often since then.

He ran away from home.

I was raised to think that running away from home was probably the dumbest thing one could do. But for Mike, it was the smartest thing. It was really an act of survival for him.

It took a long while for me to realize and admit that.

Fortunately, when Mike ran away and was able to come across a good program in Oakland County and got into a shelter that provided counseling.

I saw Mike about four months ago_I've seen him several times in the intervening years. He has a two children now, a very stable family. He is very proud of his children.

Certain approaches work and we have to fund those things and make sure that more of our vulnerable children receive these type of services.

Mike was saved by that shelter and by the counseling and direction that he got in that shelter.

So I appreciate your testimony here today.

The President has proposed to increase the after-school programs from the present $200 million to $600 million in the 21st Century Learning Centers programs.

Ms. McBrayer, I think you mentioned the helpfulness of those programs. Perhaps you and others could tell us how that plays an important role in coordinating with other agencies in prevention because I'm more concerned about prevention than any other part of this program.

Ms. McBrayer. Thank you, sir. I will.

What the President has done and Congress has done is set an example. In the State of California, last year, with Assembly Bill 2284, our governor signed in $50 million for after-school program for K through 8, in replica of the 21st Century Learning Centers.

And so what it has done is it has encouraged states to not just look to the Federal Government for dollars, but to look at state dollars, too, and I think that's a real plus.

The other key part of both the 21st Century Learning Centers and the Critical Hours Program in the State of California is not to just look at schools. It's to actually combine Justice dollars, Education dollars, and Health dollars.

In the County of San Diego, when they allocated $1.2 million, they took it out of health realignment dollars for after-school programs.

So I think that's the key we have to model for the country, is to not just look at education.

And as an educator, I know that a lot of that falls on our shoulders, saying, what are you going to do now when it's your responsibility?

But to ensure that schools, providers, community-based organizations and other city governments take a role in that.

In California, we are also very creative, sir. We looked at the PVEA dollars, which is the Petroleum Violators Escrow Account.

So we were very innovative. And we said, wait a minute. The Petroleum Violators Escrow Account charges oil companies every time they make a mistake or spill oil, to put money into this account, which has millions of dollars.

How do we tap into it for after-school programs?

We wrote a grant for $100,000 to say that we wanted electric vans to teach children conservation, to teach children about energy.

Now granted, we were transporting them in that van, but it was a dual role. It was really looking at not just one pot of money, but a very innovative look at how do we grab more dollars for more areas?

And sir, also, we have to look at foundation dollars. We have to look at NEA KC and Robert Wood Johnson and other agencies to allow us to blend dollars, to not just look

at categorical funding, but to blend dollars.

And I think that that is they key for us.

Mr. Kildee. On that, the Mott Foundation in Flint has given about $70 million. And I think Secretary Rowty is trying to peel another $70 million out of the Mott Foundation.

But, really, having been a school teacher myself, I would see students who would have benefited in those days. I haven't taught now in 34 years, but benefited from a program like we're doing now.

And I think, as you say, a combination of dollars and a combination of programs because when they're there, they might get some health care, get some education. You can bring various agencies in.

Anyone else have any comment on that?

Mr. Schiraldi. My office here in D.C. is located over in Anacostia, which is sort of a tough part of town. It's where a lot of our kids are from, so that's why we put ourselves there.

And I have to say, it really is a daily tragedy at 3:00 when some of the best role models in town leave the neighborhood and the schools close.

And those kids, some grade-school kids, they dump out into that street where there's drug dealers all up and down Martin Luther King.

Some of the healthiest, best buildings in the neighborhood close where the kids could learn things, they could do homework, they could play basketball.

And I know those kids. They're going to be my kids in a couple of years if we don't give them something to do that keeps them away from those dope dealers on the corners.

Mr. Sligh. One of the things that I've been suggesting is that we continue our public and private partnership and open up offices in the afternoon.

It's not really about that 2:00 to 6:00 p.m. timeframe. It's about idleness.

If children are idle with nothing to do, then that's what causes the problems.

In the summertime, it's idleness. That's why we operate Operation Summer Fun, to get them off of the street and into a structured program of having fun, on one hand, but doing something constructive on the other.

So I'm really in favor of that public-private partnership. Open your doors. Let them come in from 2:00 to 5:00 in the afternoon and use that as a teaching mechanism to

learn about what goes on in the work place.

Little things like being on time to work, the appropriate clothes to wear to work, things like that are so important to preparing our children for this next millennium.

Ms. Ott. May I make a comment on that, please?

Mr. Kildee. Yes, Ms. Ott.

Ms. Ott. We applied for one of the 21st Century Learning Centers grants. We didn't get it in Silver Spring last year.

But the community decided we were going to do it, anyway.

And I think that that's the challenge that we face with granting, is that sometimes we can blend a lot of resources. And we've done that in Silver Spring, county grants and everything else.

But there has to be a commitment and a coalition that's willing to do the programs with or without funding and to find a way to do it.

I would certainly support increased funding for grants. But I think that nobody can do it by themselves and we really need to work together as a collaboration to accomplish these after-school programs.

Ms. Ballard. I was just going to echo what Mr. Sligh was saying.

One thing that I think we need to be mindful of, too, are the particular times because there are some schools that let out at 12:00. And that could be for seniors or things like that.

So just a really quick point that we are going to have to look at those timeframes because it's not all just 2:00 to 5:00.

Mr. Kildee. Thank you very much. Thank you, Mr. Chairman.

Chairman Castle. Thank you, Mr. Kildee. Not to pander my own bills here, but I have introduced a bill, too, which would have the Department of Education actually try to collate information about all the good after-school programs which are out there.

The President has a program that I happen to think is a good program. The administration has expanded it tremendously, as you may know, for after-school programs in the schools, which is actually helping fund the programs.

My concept is a little bit simpler. It's simply, let's find out what's out there.

We could probably put together dozens of panels like this, each of which would come forward with a particular good program. And if we could find out these programs and replicate them, I personally think that we should.

So it's something that we are concerned about up here and we'll be working on during the course of this year.

And with that, the next person in order of appearance is Mr. Scott.

Mr. Scott. Thank you, Mr. Chairman.

Mr. Chairman, I had a question for you, if I could get your attention.

Chairman Castle. Sorry.

Mr. Scott. I had a question for you. The Runaway and Homeless Youth Act has been introduced and is presently in another subcommittee I serve on.

It's in the Crime Subcommittee.

Chairman Castle. No. Actually, I'm the sponsor of it and it is in this Subcommittee. We may handle it separately.

We're discussing how to proceed with that now.

Mr. Scott. There's a bill in the Crime Subcommittee, S.249.

Chairman Castle. Actually, the actual jurisdiction of that legislation is this Subcommittee and this Committee.

Mr. Scott. Okay. Are you having any discussions_

Chairman Castle. Not to put down the Crime Subcommittee, Mr. Scott.

I would never want to do that, sir.

Mr. Scott. Right. I serve on both, so I'll see it one way or the other.

But are you in discussion with Mr. McCollum?

Chairman Castle. Yes. We've just had a discussion with him to get that little fact established.

Mr. Scott. Okay. And Mr. Smith, we have funded the act, although it wasn't reauthorized last year.

But there was no lapse in funding, was there?

Mr. Smith. No, there was no lapse in funding, other than the month when we didn't receive any funding. But we received the money on the back end.

So I think everybody did the same thing we did, continue with services.

Mr. Scott. Okay. Mr. Sligh, you indicated that you're using money that's allocated for prosecution for prevention.

Is that right?

Mr. Sligh. Not necessarily money that's been allocated for prosecution, but perhaps some forfeiture money and other monies that we have in the office for our programs.

Mr. Scott. Are the prosecutors using official time or personal time for the activities that they're involved in?

Mr. Sligh. Many of the prosecutors are using official time.

In fact, most of our programs are on official time. There are other programs that they may use their personal time.

One particular prosecutor who has adopted a young man from one of the programs is certainly using his personal time on weekends and during the summer.

Mr. Scott. But that indicates to me that, as prosecutors, you have determined that you can reduce crime through prevention, as well as through prosecution, and that prevention has to be an integral part of the effort to reduce crime.

Mr. Sligh. Absolutely, sir.

Mr. Scott. From a prosecutor's point of view.

Ms. McBrayer, I was just noticing that you had a $1.2 million program and served 14,000 children.

Ms. McBrayer. Yes, sir.

Mr. Scott. That's about $100, just using a little "back-of-the-envelope" arithmetic, that's about a hundred dollars per youth.

1.40 youth at $30,000 in jail is $1.2 million. And you served 14,000.

Is there any question in your mind that you reduce the need for incarceration by at least 40%?

Ms. McBrayer. No, sir. In fact, I would actually take it a little higher, recognizing that the youth who are involved in the after-school program are also impacting their siblings and friends.

And so, the positive behaviors that they're learning after school and the skills and academic achievement that they're learning after school then actually multiplies as they go home and talk about it to their younger brothers and sister.

Mr. Scott. Now you indicated that you use research-based programs. That's a little unique from our perspective because, generally speaking, the only research that we involve ourselves in in dealing with the crime problem are political polls.

If it polls well, therefore, it must be a good idea.

I assume you were using some more substantive research. How did you involve that research in your policy-making apparatus?

Ms. McBrayer. Actually, sir, I have the Federal Government to thank for that, and that is OJJDP.

One of the things that OJJDP does, which Mr. Castle happens to mention, is they get best practices across the country. And those are available to us and disseminated to us from OJJDP.

So when we have a new issue, we're able to call OJJDP and say, tell us the research. Tell us what you've done and what other places have already done so we don't have to reinvent the wheel.

An example, sir, I would use is that we are actually combining our communication systems between law enforcement, probation and schools for the first

time.

We're able to go to OJJDP and say, who does it and who does it well? Tell us the pitfalls and tell us the obstacles so that we don't have to do that again.

So looking, really, to OJJDP and NCCD and DRP to ask_we don't have the skills to go across the country, but, yet, they do, and they're able to disseminate that information for us.

Mr. Scott. Let me see if I can get in another question to Mr. Schiraldi.

The treatment of Derrick_you indicated you did treatment and early intervention rather than sending him to jail.

Can you discuss very briefly the relative cost and effectiveness of treating him the way you did, rather than just sending him to jail?

Mr. Schiraldi. Sure. The program we run, we run it in Baltimore, D.C., and San Francisco. It costs $10,000 a year. And in those places, depending on the jurisdiction, it's anywhere between $30,000 to $50,000 to put a kid in juvenile hall.

And then at the end of the day, the kids get re-arrested at about half the rate and a third of the rate for violent crimes.

Mr. Scott. Say that again. The ones in your program get arrested at a rate half of those that get released from jail.

Mr. Schiraldi. Right. Just a regular control group.

Mr. Scott. And what is the relative cost?

Mr. Schiraldi. $10,000 for ours and somewhere between $30,000 and $50,000 just to put them in juvenile.

Mr. Scott. $10,000 per kid?

Mr. Schiraldi. Uh huh. Per kid, per year.

Mr. Scott. And they are re-arrested at a rate half of that. Or you could spend more money and get more crime.

Mr. Schiraldi. Correct.

Chairman Castle. Thank you very much, Mr. Scott.

The whistling which you hear from time to time is, some believe, a function of this room.

Others believe it is the whistling of a former chairman that comes back to visit from time to time.

[Laughter.]

But we can't do much about it, so don't be distracted by it any more than you have to be.

Mr. Miller?

Mr. Miller. Thank you, Mr. Chairman.

Ms. McBrayer, let me ask you a question. What percentage of funds, juvenile justice funds, in San Diego County do programs like yours consume, do you think?

Ms. McBrayer. I would say less than a quarter, sir.

I would say that we have tried to not become dependent on just juvenile justice.

And I also want to echo the fact that we look at, with the Homeless Act, ensuring that we don't take children who are not in the system and label them part of the system by using Justice dollars.

And also, not allowing other agencies to get off the hook and say, well, this is a Justice issue, so we don't have to participate or play.

And so I think that we are very clear to ensure that all agencies or organizations and all departments, so to speak, have an equal play.

Mr. Miller. Let me maybe reframe the question because, to me, it's somewhat of an issue of allocation of resources. Some of that starts here with attitudes about juvenile justice.

Studies in Los Angeles County sort of indicated a couple of things, like 16 percent of the kids within the juvenile justice system consume most of the resources with the least effectiveness.

There are kids that, despite all your efforts, you're probably not going to help very much.

Ms. McBrayer. 13 percent of San Diego County youth commit 50 percent of the crimes.

Mr. Miller. Right. And by the same token, you find that if you deal with kids who are eight and nine years old, your chances of success are about three in four. At 13 years old_again, I'm using LA County_one in four.

It seems to me that a lot of the things that you're talking about are really a decision we have to make about whether we want to front-load this system in prevention.

You can take everything from the old High Scope study of what happened to kids who were in nonabusive families, parents went to day care, Head Start, and all the rest of that.

A factor of five. Those children that didn't have those benefits were engaged in violent activity.

Or we can back-load the system and worry about what we're going to do, whether we're going to put 14-year-old kids to death.

And, unfortunately, that's how the debate starts to revolve around this place.

I'm a big proponent of everything you've said. But I guess it would be important, I guess, at some point, Mr. Chairman, to look at the allocation of resources because there seem to be more and more evidence_and this is why I think more and more prosecutors and police and others are looking for other arrows to put in their quiver to deal with these kids_there's more and more evidence that as we pile on these back-ended resources to deal with the criminal and the victims of crime, so to speak, it's the least efficient dollar we're spending compared to what we could do up front in the community.

And I include that sort of from pre-natal care up until you're worrying about the kid from 2:00 to 6:00 in the afternoon.

Ms. McBrayer. Certainly, sir, and I agree with you wholeheartedly. And I think Mr. Scott made the great point when he broke down the numbers and he said, you can spend $100 on a child or $30,000 to incarcerate.

And I look at the fact that, oftentimes, as we look at some of the Justice dollars, our hands have been tied because of the categorical nature of saying that they must have already had contact with the Justice system being wards or dependents of the court.

And so, I think as we look at that issue and say, can we actually take more prevention dollars, whether it's board of corrections or federal dollars, to go from the front of the system of prevention, I want to say that, oftentimes, we can't because of the stipulations in the grants.

Mr. Miller. Right.

Ms. McBrayer. And we need to end that so that we can save the dollars that Mr. Scott mentioned.

Mr. Miller. Let me ask about one of the mid-range expenditures that may or may not be helping.

I don't know that I have an answer to the question.

One of the problems seems to be that when a young person enters the juvenile justice system, in many case, and may even have a court date and go through the court process, then supervision is just completely haphazard.

What about the impact of proper supervision and programs like yours where young people can be channeled, but also be supervised as to whether or not they're taking advantage of those activities or participating in the various programs because, again, if you look in the large urban areas and the huge number of kids that end up in court, they're just gone from the system until you see them again in criminal activity or some kind of violation of the law.

Would additional parole officers or guided supervision for some of these kids who are in the mid-range?

Ms. McBrayer. I actually would like to say I don't know if it's parole officers as much as allowing communication.

Allowing schools and probation to openly communicate about issues that are on the table with the youth, oftentimes they're saying an education, as one who says it often:

"I can't share this information because I will lose federal dollars for confidentiality violations."

So if we would allow probation and education to have complete communication that we could actually tell them, what are they doing on schools and what are they doing on the weekends, I think that that's actually going to build a stronger bridge of not having one person supervise, but having several different agencies responsible for the supervision on that middle level.

Mr. Miller. Mr. Schiraldi, do you want to comment?

Mr. Schiraldi. Yes. I think the kids we see, we see have had nothing happen to them, nothing happen to them, nothing happen to them, and then the system gets frustrated and wants to lock them up with adults.

The reason that the District of Columbia particularly brought us in here is because they were overcrowded. They were getting fined a thousand dollars per kid per day that they were over the cap.

And the judges weren't going to let the kids go, which they shouldn't let them go, unless they knew somebody was going to watch them and they didn't think the system was going to watch them.

So that's why we were actually in a pretty good negotiating position and we said, we're not taking these kids that you think should be locked up unless we can watch them the way we think it's responsible to watch them.

That's why we see them three times a day face-to-face.

And you'd be hard to find a program that sees kids_and that's not over the phone. Periodically, I just pull the files of my staff. I want to see that they went nose-to-nose with these kids.

We call their parents to say, yes, the staff member came down here at 10:00, and then sometimes they'll come at 10:30 because the kids thinks, oh, 10:00. I'm off the hook now.

And I think the community providers could do that and would do that right in their own neighborhoods. In San Francisco, the program we run, we have two staff people. But there are 12 staff people in the program.

We actually hired five different other nonprofits to do supervision in their neighborhoods.

A Latino group does it in a Latino neighborhood. There's two African-American groups that specifically deal with African-American kids in their neighborhoods.

San Francisco's got a broad diversity of folks. There's a Southeast Asian group that's in the tenderloin. And then there's this girls' group that specifically works with the girls.

And it's a great. We have a great mix. Staff meetings are very lively.

But we're seeing those kids and they know that we'll be there when the time comes for both to come down on them, but also, to support them if they run into the kinds of problems that Jessie experienced.

Mr. Miller. Thank you. Thank you, Mr. Chairman, for letting me run over.

Chairman Castle. Thank you.

Mr. Ford?

Mr. Ford. District Attorney Brown, if I could just sort of engage you_

Mr. Sligh. Actually, District Attorney Brown is my boss.

Mr. Ford. Well, you can speak for the district attorney.

Mr. Sligh. All right.

[Laughter.]

Mr. Miller. At your own peril.

[Laughter.]

Mr. Ford. I enjoyed everyone's comments, particularly Ms. Ballard. I was delighted to hear you talk about ways of introducing these young folks who have all of this energy and all of this ambition, ways in which they can legally make money, like some of our dear friends and those who are driving the economic growth on Wall Street.

A lot of these kids possess that same drive and ambition, but simply don't have access to some of those tools.

So I'm delighted to see what you're doing and would like to explore that for one second.

But if the spokesperson for the district attorney wouldn't mind talking a little bit about the Scared Straight program and elaborate about your summer internship program.

I was fascinated by some of the things included in the district attorney's testimony about how you're introducing kids to the rigors and habits of work and how you've seen the dividends from some of that work.

Mr. Sligh. Certainly. Thank you. The summer program, Operation Summer Fun, is a very unique program because kids believe that it's just going to be fun, that they'll be going on trips and having fun all day long for three days a week.

What they don't realize is that during the time that they are having fun, we'll be there talking with them about interacting with the police department, interacting with the district attorney's office, and of course, preparing them for the trips that they're going to be taking.

Many kids have not been out of Queens County into New York City, to the museum, to the Statue of Liberty, to the Bronx Zoo, things like that.

You'd be surprised at the number of kids who live in New York City and Queens County and who never leave that particular county.

So it's an educational process. It's a fun process. But we're preparing them for their interaction with the system in a very, very positive way.

Scared Straight is something that_it works because I see people who actually walk into the prison and they come out crying and they say, I never want to go into that place.

I will tell you that many of the inmates who talk to our kids in the Scared Straight program, I think they sort of beef it up a little bit and they talk about their crimes in such a way to make these kids realize that jail is not an alternative for anything in life and it's not a place that they want to go to.

So it's a very, very good program. But Scared Straight is not a program that you can use alone.

You can't take a kid into the Scared Straight program and think that's going to do anything. You've got to have some alternatives, some good things that will happen to this kid_the mock-trial programs, the after-school internships.

You've got to have somebody there every day saying, tuck that shirttail in, stand up straight, why were you late today.

And we call the parents and talk to them, things like that, because these are the kinds of things that they are going to face when they get a real job.

And I say to them that every day you come here, this is a real job.

So that's why these programs are so very important.

One final thing, Mr. Ford. Yesterday, I talked to 100 kids about what I should say to this body today. And 99 of those kids said, tell them about programs.

We need after-school programs. 99 kids. And these were 99 of the brightest kids in Queens County.

Mr. Ford. Thank you. I hope my colleagues were listening on both sides of the aisle for that matter.

Ms. Ballard, if you'd be so kind as to talk a little bit more about the ways in which you're able to bring some of these corporate players to the table.

Just sort of practically and logistically, for a moment, if you don't mind.

Ms. Ballard. Sure. Absolutely. Thank you for your comments and your affirmations about the program.

It always helps to have some contacts at these corporations. I used to work for MBNA America. I think a lot of it stems from that we have in Wilmington, as Mr. Castle, you know, a wonderful, wonderful corporate environment where there's a lot of interest in giving back to the community and being a responsible corporate citizen.

So one of the ways that we went about it, it came kind of naturally. Because I had the contacts, I was able to bring some people to the table.

I think the corporations there in Wilmington absolutely want to be a part of a new and innovative and creative program, especially one where we're going to be addressing it like we're going into business.

I don't want to generalize not-for-profits and the way they operate, but we are certainly looking at taking entrepreneurial strategies where we're saying, this is the target market we're going after and we're going to need to bring all the appropriate entities to be able to address this issue and meet the goals that we've set out to do.

Mr. Ford. First, I'd like to note that you have 45 students who have successfully completed the program.

What does that mean? I mean I've read through the testimony and I understand what you're doing. But just

give me_I hope I'm not taking anyone's time_just a little bit as to what that means.

And I would like an invitation in June to come up and have an opportunity to see what your kids are doing.

Ms. Ballard. That would be great. When you say, what does it mean_okay.

It's Yield, Incorporated, and we have three aspects to the program. We have Yielding after school and we have Yielding Excellence, which is a traveling curriculum. If there's another state that's interested, we can bring it to them.

Then we have Yielding Bridges, which we'd like to launch in the year 2000, and that's an exchange program that will teach students globalized economics.

What do I mean they successfully completed the program?

We had a pilot program launched early in the spring of 1998. It was actually housed at NB&A America. They graduated through an 11-week program.

So when you're in the program, you're called a Yield associate. When you graduate, you're a Yield executive.

We had a Yielding Excellence at Delaware Tech. We're working with Wilmington High in a creative program called College Links.

So we were asked to be a part of that. And so we were able to graduate in four weeks because that was the Yielding Excellence curriculum, 36 students through the program.

I think that was the number.

Mr. Ford. Congratulations. And thank you, Ms. Armetta for your courage today. It was an inspiration to us all.

Thank you, Mr. Chairman, for letting me go over a little bit, too.

Chairman Castle. Thank you very much, Mr. Ford.

And Ms. McCarthy is next.

Ms. McCarthy. Thank you, Mr. Chairman. And thank all of you for your testimony.

I think everyone here believes in the importance of preventative care.

The problem is when we leave this particular chamber with the members that were here, we have to fight those on the other side_and I'm not talking about the other side of the aisle, Mr. Castle.

There are many that believe that we're too soft on juveniles, even though there are a number of us that value prevention as all of you have.

And yet, the response from the many members of the House has been, put them in jail.

When I first got here, the big debate on juvenile justice was get rid of midnight basketball and other programs like it.

Well, I remember thinking at the time that, I remembered when they had midnight basketball when I was a teenager. And you know what?

Those parks were packed with people playing basketball. Kids who without such programs would have gotten in trouble. And I know that for a fact.

So we support you with that. But I want to ask Mr. Smith a question.

I've been meeting with several groups on Long Island. I live in Long Island, New York, a very nice suburban area. And one of the biggest problems we're facing that would probably fit into the programs that you're talking about is foster kids, foster kids that run away from foster care homes and then reach that age of 18 up and have no place to go. And what happens to them?

Mr. Smith. One of the things that happens in our runaway and homeless youth shelter is we have a 48-hour placement, emergency placement service.

We have probably gotten about 300 kids that have run away from foster care.

Initially, under the funding, we weren't allowed to take them in. We decided to fund it ourselves because with all these kids who were calling us in the middle of the night and they needed a place to stay, so we started taking them in.

It has since become part of the policy in Runaway and Homeless Youth to take those kids only on an emergency basis, which I'm very happy about.

I think the whole idea that kids are going to be placed in one system and it's going to serve all those kids that go there is not true.

We have had a number of problems in Philadelphia with foster homes that are dangerous unto themselves. And for the lack of foster homes, the system has worked with people that are willing to do it.

So when these kids wind up coming through the systems and they find that, again, they're at risk, it doesn't feel good. And they don't have the skills even in good homes to form relationships with new people over and over again, they hit the streets.

And that's when they wind up getting involved with what I'll call immature value systems. They wind up getting involved in value systems of their peer group.

That is reinforced every day through survival. And that's scary. That worries me more than anything.

My agency is also a large juvenile justice agency. And one of the things that we see is if we cannot take these kids from their adolescence to their adulthood and give them some skills and give them some sense that there is something out there for them, you know what?

I think we're all sunk.

Ms. McCarthy. And I agree with you. And by the way I want to congratulate everyone on the panel, you're doing a tremendous job and I thank you and I know the battles that you're going through because I'm facing it in my own community.

It's amazing to me, and I'm sure all of us that are here getting the same thing when we go back home.

My communities are trying to either open up the schools before and after school hours or build community centers. They have more sense than we do here in Congress, I have to tell you that.

The problem is we cannot seem to come to an agreement in Congress on where these monies should go.

As a nurse, they should be going to prevention. It's been proven. We can show them all the facts and figures. And yet, we're still building too many jails.

Yes, sir.

Mr. Schiraldi. Ms. McCarthy, I just wanted to make a comment about the previous question about the foster kids. I talked about our delinquency programs. We run a number of residential programs in D.C. for abused and neglected kids, one of which is for girls with their own babies that have been abused and neglected, and the other is sort of a group home type setting for severely abused kids.

And we have yet to have a girl in our program, and it's three years old, that wasn't sexually molested either at home or in one of those foster placements.

It's the only category of arrest for juveniles where girls outnumber boys. 57 percent of the runaways arrested last year were girls.

You can't say that about any other category of crime. And we are talking huge numbers_just runaway arrested where twice as many kids were arrested for all violent crimes last year.

Huge numbers of these runaway kids.

Mr. Smith. Can I just second that? I find the same thing. And I'm also frightened by the number of kids that in certain places in the country are being institutionalized. They're being placed in jails for running away.

Mr. Schiraldi. Right.

Mr. Smith. And that's only going to make the problem worse. It's not going to make the problem less.

Ms. McCarthy. Well, hopefully, all my colleagues that aren't here today will read the testimony of everyone who testified today.

Thank you, Mr. Chairman.

Chairman Castle. Thank you, Ms. McCarthy.

I would like to ask one follow-up question, and if the other members have a brief question, they certainly may do the same. I don't want to go through a full second round because of the press of our schedule. But I got cut off a little bit earlier because Mr. Greenwood had to leave early.

And it was a question that I wanted to ask you, Mr. Schiraldi, originally. And I know this is going to be very general. And I assume I know one of the answers and one of them I do not know.

You indicated in your original testimony that I believe black youths are seven times as likely to be held as white youth, and with drug offenses it's 30 times greater.

And I assume in what you're saying, that that is, at least in your judgment, or you know it through data, disproportionate to the commission of crimes by white and blacks as well.

In other words, there seems to be a law enforcement focus in terms of the black community.

Is that more or less what you're saying?

Mr. Schiraldi. I think it's a very complicated issue. I think there are combinations of factors. One is just what you said.

But as I said earlier, black kids_when you survey groups of white and African-American youth, African-American youth admit to committing 1-1/2 times as much violent crime as white youth.

But at that same period of time, the same age cohort, black youth are arrested four times as frequently for violent crimes and imprisoned seven times as frequently.

Chairman Castle. All right. So the ratios are higher.

Mr. Schiraldi. Part of it is crime. Part of it is, I think, race effect.

Chairman Castle. That is a fact which I think I understand. This is something I don't understand.

In your judgment, if you can reach this judgment based on what you see, not just in Washington, but more nationally, too.

Are these prevention programs and the very things that we are talking about as equally targeted to_by equally, I mean in proportion to the crime committed, et cetera, and to the problems of runaways, et cetera_to the minority communities as they are to the nonminority communities. Or is there some sense of imbalance with respect to the various local state and federal, or combination of those or even others who help supply money for these kinds of programs?

That's something that I simply don't know as much about.

Mr. Schiraldi. I think that there are a lot of good reasons to design programs and call them things which prevent crime.

But I think there are some problems with that notion, too, because then it separates them out as something that is targeted towards one end when it may be achieving a whole variety of ends, only one of which is crime prevention.

And I say that by way of introduction to the answer because I think that in my neighborhood, which is, I would say, slightly majority white, although there's a ton of Latinos and African-Americans, we have a community center which is a great community center and a very diverse community center.

We didn't build the community center exclusively for crime prevention. We built it because we wanted the kids to have some place to go to have fun.

So if I was to have all of that stuff as prevention, I would say that it is disproportionate in white communities, which are more affluent, than it is in African-American and Latino communities.

If we were to get to the very specific categorized prevention funding, it probably is more equal.

Chairman Castle. Okay. Thank you.

Yes, Ms. Ott.

Ms. Ott. May I make a comment?

Chairman Castle. Sure.

Ms. Ott. This is in response to Representative McCarthy's question.

I think the difficulty that we have right now is on the question regarding front-loading versus either prevention or treatment.

And I think it's really necessary maybe to address that question by flexible funding and having perhaps the country needs to put more money up front initially in the hopes and with the belief, really, that later on, the expenses won't be as high.

But you can't neglect the high-end costs at the same time as putting in prevention. But you'll be in a cyclical pattern if you don't start with the prevention.

And so, I would just support the belief that we need to support prevention. But perhaps up front, we need to put more money and be willing to pay the price for it.

Thank you, sir.

Chairman Castle. Thank you. Do any other members have any follow-up?

Mr. Scott?

Mr. Scott. I'd like to ask a quick question of Mr. Schiraldi and then a general question to the panel, if possible.

Mr. Schiraldi, on the disproportionate minority confinement, are prevention efforts effective?

Mr. Schiraldi. Some are and some aren't. I'm not a believer that_I'm a big believer that we ought to evaluate programs and keep the ones that are good and not keep the ones that aren't good.

Some programs stink. Some programs are great.

Mr. Scott. To the general panel. One of the things that we want to do is replicate the programs that work. And there are a lot of the prevention programs that have common elements.

I guess my question is what are those common elements? It seems to me that if you give kids constructive things to do with their time, empower them by making sure that they've done their homework and get a good education, if they've got adult interaction, they can develop hope and spirit.

Those are some of the common elements.

Can you comment on what elements in the programs that you have ought to be the ones that we look to in evaluating programs to determine whether they're effective or not?

Ms. McBrayer. Sir, I think one of the words you just used was evaluation.

I think that all good programs must have an evaluation component, to ask ourselves, not on a yearly basis, but on a quarterly basis, are we effective? Is the population that is currently in front of us doing something with the services that we offered and are they the services that they need in order to survive and flourish and grow?

The second is do we have measurable outcomes?

Oftentimes, a lot of providers and CBOs say, well, the parents tell us, or the kids tell us. But what are our measurable outcomes and how are we gathering that data to prove its value and worth?

And again, I think we have to be very strong with accountability. As the gentleman next to me said, if the programs don't work, stop funding them.

If we can't prove their value_so I think that two components that must be in place for all good programs that must be funded is both measurable outcomes and evaluation of the services rendered.

Mr. Sligh. I think one important thing is to look at programs that are not being funded as well because i think that with or without funding, there are some things that communities must do.

And so that's something unique, Mr. Scott, to our programs, that especially the Star Track program, it's a community-based program without funding and we have everyone in that community on board to target the smallest problems that might affect our young people in that particular area.

So I think that's something that we can look at to replicate perhaps for some other programs.

Don't get me wrong that we don't need some funding. But I'm saying that it has to be with or without funding, the community must become committed to a particular program.

Ms. Ott. I'd like to add something, two things to that.

Is that one thing I believe is that people change people. Programs don't change people.

In my experience it's been having a continuity of caregivers, that one person that that other person feels that they can totally trust.

I think Ms. Armetta spoke to that. It's that trust is the critical element in changing people's lives. You have to get that trust first.

So I would support that the people that you have and being able to hire qualified people to do these programs is an essential element which comes into the funding

question_do we have enough funding to hire skillful and people that we're going to be able to keep those people on board.

The other thing is that I think we need to have culturally sensitive programs. Just because one program worked in one community doesn't mean if you replicate that in another community, it's going to work in that community.

It's having the community come up with solutions to their own problems that are going to work in their community, so that they have an investment in the solution of the problem and they're willing to put their feet where their thinking is.

And I think that's the second critical element.

Mr. Schiraldi. Mr. Scott, the guide to the comprehensive strategy that was mentioned by Ms. McBrayer earlier, I think is a really good compilation of what works and they also put in there what doesn't work, where they mention programs like intensive supervision type programs like we run, multi-systemic therapy, the high scope model, and they are very clear about what Ms. Ott said, which is that you don't just stamp these programs out in different localities.

You see what the community needs. You research it first before you just put this program in because it happened to work across the country some place.

And when we designed our program, we used research like what was in that. Actually, our program preceded that book coming out.

But we used a lot of that basic research to inform us. And then after you, we learned that some of it worked and some of it didn't work.

We added night monitors to the program. We didn't have them at first. We added them later because the kids are pretty well occupied during the day.

Once you get them going, once you actually get them to go to school, and a lot of times our staff would show up at 7:00 in the morning to get the kid to go to school because the kid was just blowing school off and the parents were gone so he wasn't waking up.

So we go wake him up.

And guess what? He doesn't want my staff walking him to school every day. It's embarrassing. So eventually, he'd get up and go himself.

So then once we got him, what we really needed was somebody checking him at night. We didn't get that out of the book. We sort of figured that out and the department gave us feedback and the kids gave us feedback.

So there is a good research base and you can build from there.

Mr. Smith. I'd just like to make one comment.

In working in a community development model, we're always looking to teach kids skills, and that's needed. But we also need them to give them the opportunity to use those skills and then the recognition once they've done that.

I think all the things that we teach kids are great, but they have to work in a reciprocal relationship. They have to go back and do some good in the community.

We tell all the kids in our programs, whether it's Jessica in TLP or kids in our runaway programs or kids that work in our construction company, they're learning skills,

but it's important that at some point they use those skills back in the community.

We have in just the last two years completed 67 community service projects, 1500 hours of work done by kids that are involved in the system.

And I'm telling you, those kids come out of there feeling good and they're the first ones to drive by and say, I built that. I was part of that.

We have three community centers we've built and they're in high-risk areas. Not one piece of graffiti, not one piece of damage.

One of the first community centers is five years old and we've yet to have anything happen to the building.

I think that says a lot about having kids as part of the process and not separate from the process.

Kids learn in different ways. There are multiple ways of learning and we have to recognize that we have to give them multiple opportunities.

There are some kids that are beyond hope. And I'm not going to kid this panel and say that we haven't seen those kids. I have.

There are a small percentage of kids that eat up a lot of dollars. But the reality is that there's many, many more kids that are getting sucked into the system that don't have to.

Chairman Castle. Thank you. Thank you very much everybody.

Let me just close by saying, it's funny. You all have made some observations that I think apply to a lot of things in Washington.

One is, of course, the prevention, where we can do it, is the best way to deal with these problems.

Secondly, if we're going to have these kinds of programs, we should identify them and if they're good programs, we should be able to replicate them.

We should have some sort of accountability. If the program is not working, it should go and we should eliminate it.

It's amazing. I was just talking to Mr. Kildee. It's amazing how difficult it is to eliminate programs here because they all have some sort of a godfather or godmother out there by somebody who created it and you can never get rid of it.

Unfortunately, not just in this area, but in a whole variety of areas. We have these programs in Washington that have gone on for 50 years and you hear about them and you scratch your head and say, why is this happening?

But when that does happen, you obviously can't reutilize that money to do something else that could be better.

But you've been a wonderful panel. You've taught us a lot. We've had a succession of very good panels on this Subcommittee of late and we're highly appreciative of what you brought to it.

We're going to be looking at this legislation. We start, we think, with a pretty cooperative spirit going into it, as has been suggested already earlier today.

So, hopefully, we're going to be able to get something done and go from there.

But thank you for taking your time and expending your effort to be here. We certainly appreciate it.

We stand adjourned.

Mr. Sligh. Thank you.

Mr. Schiraldi. Thank you.

Mr. Smith. Thank you.

Ms. Ballard. Thank you.

Ms. McBrayer. Thank you, Mr. Chairman.

[Whereupon, at 1:03 p.m., the Subcommittee was adjourned.]

Appendix A- The Written Statements of the Honorable Bill Goodling a Representative from the State of Pennsylvania

OPENING REMARKS

THE HONORABLE BILL GOODLING

CHAIRMAN, COMMITTEE ON EDUCATION AND THE WORKFORCE

HEARING ON

THE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT

March 18, 1999

Mr. Chairman, I am pleased to be here today to take part in this important hearing. Children engaging in delinquent activities are some of our most vulnerable youth. Without intervention, there is little chance that many of these children will ever become productive citizens. For some, their future is in our hands and what we do today and in the coming weeks, will determine whether they ever get the chance to achieve the American dream.

In 1997, juveniles accounted for 37 percent of the arrests for burglaries,14 percent of all murder and aggravated assault arrests, 30 percent of robbery arrests and 24 percent of weapons arrests. In additional, juveniles were involved in 14 percent of all drug abuse violation arrests. Between 1993 and 1997, juvenile arrests for drug abuse violations increased 82 percent. These are staggering statistics and should draw our collective attention to the need for meaningful reform of our juvenile justice system.

Last year, the House passed H.R. 1818, the Juvenile Crime Control and Delinquency Prevention Act. This was an important bill that provided funds to states and local communities to assist them in designing prevention programs to help young Americans turn their lives around. It also called for communities to hold youth accountable for their delinquent activities from the first offense so they are not tempted to travel further down the path of criminal involvement.

Mr. Chairman, we need to make communities and schools safe places where children can play and learn. I look forward to hearing from today's witnesses and learning of the activities they support and how they have made a difference in the lives of participating children.

Appendix B- The Written Statement of Donald M. Payne a Representative in Congress from the State of New Jersey

58-126 99 - 3

DONALD M. PAYNE
10TH DISTRICT, NEW JERSEY

COMMITTEES:
EDUCATION AND THE WORKFORCE
INTERNATIONAL RELATIONS

Congress of the United States
House of Representatives
Washington, DC 20515–3010

WASHINGTON OFFICE
WASHINGTON, DC 20515-3010
(202) 225-3436

DISTRICT OFFICES
MARTIN LUTHER KING, JR.
FEDERAL BUILDING
AND COURTHOUSE
50 WALNUT STREET
ROOM 1016
NEWARK, NJ 07102
(973) 645-3213

333 NORTH BROAD STREET
ELIZABETH, NJ 07208
(908) 629-0222

STATEMENT
- Rep. Donald M. Payne -
Hearing on the Juvenile Crime Control and Prevention Act
Thursday, March 18, 1999

It has been well documented that crime among juveniles has been on the rise since the mid-1980's. Unfortunately, violent crime among our nation's youth has shown the most significant of all growth. For example, over one half of people arrested for murder in 1991 were under the age of 25. Indeed, violence is a fact of life for many teenagers in America. Sadly, homicide ranks as the number one killer of African American youth aged 15-24. These statistics are chilling and should serve as a wake up call to this nation.

We need to take positive action to alleviate violence and crime committed by and against our youth. However, the answers do not lie in subjecting these children to extended and unnecessary time in prison. Children who have been arrested as suspected runaways are many times victims of abuse. These children should be placed in rehabilitative group homes to help them deal with the problems that have led them to the streets. Unfortunately, during the past six years, funding has been cut by 40% for these group homes in New Jersey and the amount of youth in detention facilities has swelled to an alarming number. What is the answer to keeping children out of prisons and on the right track to a healthy life?

The answers do lie in increasing the emphasis on prevention. The American Psychological Association has stated that it is possible to predict whether a child will display violent and aggressive behavior in their adolescent years by the time they turn eight years old. We need to focus programs on these at-risk children and their families if we are serious about reducing juvenile crime. That is why I believe that efforts must be made to further emphasize prevention programs in any legislation to reauthorize the Juvenile Justice Act. We must use prevention tools to reach out to children before they become involved in the system. I look forward to working with members of this Committee to ensure we stop the dangerous increase of juveniles involved in criminal activity. Thank you.

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Appendix C- The Written Statement Of Statement Of Jesse Sligh Executive Assistant District Attorney Queens County District Attorney's Office, Kew Gardens, New York

TESTIMONY OF

EXECUTIVE ASSISTANT DISTRICT ATTORNEY JESSE J. SLIGH

BEFORE THE UNITED STATES HOUSE OF REPRESENTATIVES

COMMITTEE ON EDUCATION AND THE WORKFORCE

SUBCOMMITTEE ON

EARLY CHILDHOOD, YOUTH AND FAMILIES

Office of the District Attorney of Queens County, New York

Richard A. Brown
District Attorney

THURSDAY,
MARCH 18, 1999

Thank you very much for the opportunity to appear before you this morning and testify about some of the innovative juvenile crime prevention efforts the Queens County District Attorney's Office has undertaken under the leadership of District Attorney Richard A. Brown. District Attorney Brown believes strongly that resources invested in prevention and treatment are wisely spent and must, together with aggressive investigation and prosecution, form an integral part of any crime reduction strategy. Consequently, although our office takes a tough stand with violent criminals and repeat offenders, we have put in place a wide variety of educational programs for at risk youth and alternative to incarceration programs for non violent first offenders to keep kids from getting involved in criminal activity or get them back on the track fast if they have gotten in trouble.

Our educational programs start from the premise that kids who believe they have a positive future to look forward to will be less likely to get in trouble. And so we do our best to have young people interact with positive law enforcement role models and mentors who send the message to the students that many interesting careers await them and they can be whatever they want to be. We do this in a growing variety of ways. Every day, students of all ages come to our office in the courthouse for court tours, and to hear from assistant district attorneys, judges, court stenographers and other personnel who explain how the criminal justice system works and their role in it. Our assistant district attorneys travel out to schools to speak to students at assemblies and career days. Added to this, we have launched a host of affirmative prevention programs to reach out to at risk youth. In the following pages, we will discuss them at some length.

LAW EXPLORER POST

In October of 1996, our office opened a Law Explorer Post under the auspices of the Boy Scouts of America. The precept of crime prevention which is central to the Boy Scouts is taken a step further by the creation of a Law Enforcement Explorer Post. The program is made up of students from Queens high schools who are interested in the legal profession. Explorers have been exposed to the broad spectrum of the criminal justice system to develop their character as well as their understanding of the law. Their experiences have ranged from a tour of Riker's Island, a local jail where more than eight thousand people are incarcerated, where they were lectured by hardened convicts under the "Scared Straight" program, to courtroom lectures on the judicial process by Supreme Court judges. Other speaker/participants have included attorneys practicing criminal and civil law, including criminal prosecutors, entertainment lawyers, civil rights lawyers, etc.

In building self esteem and raising the level of values, service to others becomes an essential lesson. This Explorer Post has practiced community service by assisting residents at city shelters, veteran's facilities and senior citizen facilities. The Explorer Program is purely voluntary, it meets after school once a week and on other scheduled dates. The participants have been able to raise funds to cover the cost of many of the basic needs of the program. There are no entrance requirements other than the desire to learn about a particular type of career.

OPERATION SUMMER FUN

In 1993, we initiated a new program in the Southeast Queens Community to address the problems of youth with idle time. While we have always participated in some coordinated summer youth activity, this program was designed to fulfill the specific goal of building self

esteem and cultivating or improving relationships between law enforcement and the very young members of the community. We named the program "Operation Summer Fun." There is a threefold approach to the program. The first - which attracts the participants - is the fun part. The program provides hours of entertainment and education for children between the ages of 11 and 17, thereby reducing the amount of unproductive time spent hanging out on the streets, and possibly getting into trouble. It essentially provides an alternative to idleness. The program meets three days a week during the summer. We usually begin right after the fourth of July and end during the last week of August. During that time period, the children are given an opportunity to explore the city and have fun. Past trips have included visits to the Bronx Zoo, Hayden Planetarium, the Museum of Natural History, Action Park, Great Adventure, a Met's Game, the Intrepid Museum, The United Nations, the Statute of Liberty and Ellis Island, the Circle Line, the Aquarium, the Brooklyn's Children Museum, the Museum of Moving Images, bowling, the Queens County Farm Museum, the Police Academy, the Liberty Science Center, and the Museum of Television and Radio. The bulk of the funding is provided by this office in addition to the coordination and yearly development of the program. Additional resources have been provided directly from businesses within the community as well as by those locations that we have visited. The Queens District Attorney's Office, the New York City Police Department and parent volunteers are the designated chaperones for all events.

Secondly, participation in the program encourages mutual understanding, respect and cooperation between the members of the community, which consist of a diverse mixture of ethnic backgrounds, the District Attorney's Office and the New York City Police Department. This program has gained greater importance in the community as violent crime has decreased.

Law enforcement is now concentrating more on quality of life offenses - those that directly impact our young people, like youth loitering, noisy radios, drag racing, beer drinking in public and graffiti. These types of infractions increase during the summer months.

The third and perhaps most important aspect of the program is the manner in which the exchange of ideas takes place. Since the primary part of the program is fun, all "seminars" are in a very informal setting, on the bus to a trip, during lunch, in the park, etc. This has been very successful in having children share their ideas.

STUDENT SUMMER INTERNSHIP PROGRAM

During 1993 as well, the office initiated the first student summer internship program. Since that time we have seen many of the participants complete high school and continue on to college. District Attorney Brown felt a need for such a program after attending many community meetings where people indicated a lack of knowledge as to what really goes on in a DA's Office. While visiting schools, often children were able to say that they had friends who had been arrested, but none were able to say that they had visited the office in a positive way or had relatives or friends who worked in the office. Thus the birth of this program as well as many others that I have discussed.

This program is far from the traditional summer internship. We've taken summer internships a step further. Participants are required to meet the very rigorous demands that are placed upon them. The complaint has been made far too frequently in New York City that our children are ill prepared for the jobs that will be available in the next millennium. In some small way we are bridging that gap by teaching students much more than the fundamentals of a job. They must be instructed on self esteem, job readiness, appearance, labor market skills,

timeliness, and interacting with others on the job. If a job is available and the individual is prepared for that position, this will benefit the employer, the student, and ultimately, the community as a whole. When I talk with young people, their recurring complaint is not having a job, thus the inability to become self sufficient. Under our internship, every student intern is provided a mentor from this office with the express hope that a lasting relationship will be forged for the future. Every student is required to prepare a resume, cover letter and conduct mock interviews for their next job. Additionally, each student intern is asked to keep a daily journal of their individual experiences. The journal entries may reflect anything that the student desires. Each week the journals are submitted for review and discussion. If the student desires, they may discuss their journal in our weekly joint session. There are "prizes" given for the best journal, most improved, and any other category the students choose at the beginning of the program. While, grammar, punctuation and syntax are not our primary focus, we have an opportunity to work towards improvement in those areas as well. The daily recordings helps the interns develop self analytical skills as well.

During the summer there are seven different topics that are presented to the interns as a group. I choose three topics and allow them to choose four. Speakers or experts are brought in to make presentations on the topics. Each participant is given a weekly one-to-one evaluation in a very positive way. There are generally many different career choices within the group. During the summer, we attempt to have as many representatives of those career choices as possible make presentations. This program meets for four days a week, seven hours each day. It is generally open to anyone that qualifies under the guidelines set for the city Summer Youth Employment Program - which provides the remuneration for the individuals. This office provides an

additional stipend for transportation and other incidentals that are needed.

FAIRY TALE TRIALS PROGRAM

The Fairy Tale Trials is another program that is geared toward children in the first year of middle school. Here we work after school with students in the School District 30 Drug and Alcohol Program. The students are taught basic criminal law, the criminal justice process and how to try to criminal case. At the conclusion of the program, the students put on a mock trial for all members of the school district where they can showcase what they have learned. The play is always an adaptation of a well known fairy tale. The unusual twist is that the characters have some involvement with drug, alcohol and violence. The students act as the lawyers, witnesses and other participants. The jurors are selected from the audience on the night of the presentation. Past performances have been the Three Little Pigs, Sleeping Beauty, Rumplestiltskin, Cinderella, Hansel and Gretel, and Snow White and the Seven Dwarfs.

STUDENT ADVISORY COUNCIL

The Student Advisory Council is comprised of high school juniors and seniors from the majority of parochial, private and public schools in the county. The group meets once a month in our office during the afternoon. Students are excused for one or two periods from school to attend this meeting. The main focus for this program is the trends in the law affecting young people and whatever other issues might be of concern. At the beginning of the year, we together, decide upon the topics that we will discuss and the speakers that will be brought into the office. The students have been helpful in providing information on issues ranging from gang activity at schools to line-ups involving juveniles. The students routinely conduct a poll on issues that they choose and actually prepare the results for dissemination at their individual schools. Issues for

discussion are not limited to those that arise out of the criminal justice system. Sometimes listening is the best thing that we can do for our young people. Another direct result of this council was having joint meetings with local police officials, and elected, religious and community leaders. This created a partnership to work toward solutions of community concerns when that became necessary. During a session a few years ago, many of them complained about the "junk jewelry" that was being sold along a particular business strip in the county - an area that thousands of children traveled through on a daily basis. After the discussion, I promised them that we would investigate the situation and take the appropriate action. The New York City Department of Consumer Affairs joined us in the investigation and with funds provided by this office, we conducted an undercover investigation and found out that the kids were right. The jewelry was indeed junk of the worst kind. All the involved stores were dealt with harshly and paid huge fines.

Our Assistant District Attorneys coach high school students competing in Moot Court competitions, explaining the legal issues, showing them how to craft effective oral arguments and preparing them for their appearance before the judges. The one-to-one contact with the students is invaluable. Each ADA is told that they are a mentor and a role model, just by virtue of the position that they have and asked to share their experiences with the students while they are preparing for the mock trial competition. Similarly, we run a very active speakers bureau where we are out daily speaking to school and community groups. I have noted from the many elementary school programs that we enter that there is a pronounced need for our presence. Whether it is reading to kids or just talking to them, these young people need role models and they need to hear about the positive things that they can do to insure their own success.

STAR TRACK (SCHOOL ANTI-VIOLENCE PROGRAM)

In 1993, we launched an educational program designed to help prevent gun-violence in and around schools. The program grew out of a series of conversations with law enforcement officials, school officials and community members about how to address a growing problem -- students bringing guns and other weapons to schools. The product of our conversations was a four pronged pilot program that tried to approach the problem from different angles. It targeted schools within a single community, a single school district and a single police precinct. First, we committed to sending assistant district attorneys into five target schools on a regular basis. The assistants would be assigned a particular class and meet with that class twice a month for the entire school year in an effort to have the assistant send a clear and consistent message as well as enable them to build a continuing relationship with the students in the class. We chose an anti-gun violence curriculum – STAR (Straight Talk about Risks) – that had been developed by the Center to Prevent Handgun Violence in Washington, D.C. . The target schools were three elementary schools, and a junior high school and high school that graduates of the elementary school were likely to attend. Our goal was to reinforce the message as the students moved from one school to the next.

The second prong of the program was to establish safe corridors around each of the target schools. We had been told that many of the students who brought guns to school brought them for protection – they were often mugged on the way to and from school. To address this problem required the cooperation of the entire community. The Captain of the 101st Precinct agreed to have his officers patrol safety routes in the mornings and afternoons. In consultation with the principals , safety routes were established around each school along the streets most frequently

traveled by the students. To enable the police to conduct their patrols more effectively, bicycles were donated to the precinct by Bell Atlantic. Every time a new route opened, a ceremony was held at the school just before dismissal time to which parents, students and public officials were invited. At the ceremony, the students were informed about the routes and then police and community leaders opened by the route officially by leading a public march down the route for the first time. The United Federation of Teachers donated signs posted at each school which, in conjunction with a map, show students and parents the location of the safety route for that school.

To ensure that crimes committed in and around the schools were taken seriously, our office and the Office of the Corporation Counsel (which handles juvenile delinquency proceedings in Family Court) agreed to give special attention to any school crimes occurring in or around our target schools.

Finally, to build the kind of relationships needed for an effective community program, we established an interagency council composed of school officials, law enforcement, community leaders, parent associations, tenant associations, and others and chaired by our office. The Council, which meets several times during the school year, brings together at one table all the parties necessary to discuss issues contributing to school violence and to plan joint strategies to address them. The Council also plans special events to reinforce the anti-violence message delivered in the classroom. Each March, it sponsors Say NO to Violence Week. During this week, each of the (now eight) target schools has guest speakers, and special programs focused on an anti-violence message. Guest speakers have included former Governor Mario Cuomo, former Mayor David Dinkins, Congressmen Floyd Flake and Gregory Meeks, United States

Attorney Zachary Carter and others, including of course, District Attorney Brown. Each school holds an essay contest and poster contest and our office presents savings bonds to the winners. Our schools have been visited by POWER and Gunrunners, two groups of paraplegic and quadriplegic victims of gun shot wounds who send a powerful message to kids about the real human consequences of gun violence. This year, we are adding another event in May to encourage kids to take up sports as an alternative to violence. In conjunction with the United States Tennis Association and the New York Junior Tennis League, we are bringing 1000 students from our STAR TRACK program to the United States Tennis Center in Flushing Meadow Park for a day of tennis instruction and exhibition games. Under the title – Say YES to Tennis, Say NO to Violence – we hope to introduce our students to the ideas of cooperation, team work and good sportsmanship by teaching them tennis.

It is always difficult to measure the success of crime prevention efforts. We try to measure success one child at a time. Over the years, there have been so many occasions that our programs have brought home to us their impact on the lives of the students involved. One way we have gauged the impact of the Star Track Program is by observing the close relationships built between the individual Assistant District Attorneys and their students. We have watched students literally jump onto and kiss the Assistants when they arrive at a school function. Some students have presented their ADA's with books of essays thanking them for coming. One school official described to us how important it was for children who have never had a promise made to them kept to see continuity as these ADA's return to the classroom for each visit. The community where the program operates is an under served community which is somewhat isolated by being on a peninsula. There are few businesses located there, little public

transportation and not even a single movie theater. Many of the children living there have never been off the peninsula. At the most basic level, our program demonstrates to both the community and the students involved that they have not been forgotten and that their lives and safety are valued.

COMMUNITY SERVICE SENTENCING PROGRAMS

Graffiti has for years been a problem in the County. While a significant portion of it is attributable to organized, known older vandals, many youngsters have become involved. This office, along with the Queens Borough President's Office, spearheaded a Graffiti Task Force, to address the problem and find solutions. The bulk of those youth arrested are sentenced to community service. Usually the cases are adjourned in contemplation of dismissal. As a condition of dismissal, we have the ability to require the individuals to remove the graffiti they placed there and complete other prescribed programs. As a part of our graffiti initiative – kids go back to the neighborhood that they did the graffiti and cleanup. They are supervised by local police officers and members of the community. They develop relationships with those persons which are instrumental in keeping them from becoming involved in further criminal activity. We have found that if the community service has had a meaningful relationship to the original act committed, who the children are and what we hope they will ultimate learn from the experience, we can get better long range results.

SECOND CHANCE

The Second Chance Program and our alternative sentencing programs are designed to divert first offender juveniles out of the criminal justice system into a setting designed to inquire about those issues that are causing the conduct that landed the individual before the courts and to

provide meaningful community service for the participant. An example demonstrates how Second Chance works. One high school student who, during the course of a fight pushed a school safety officer, was placed into our Second Chance Program. The program allows first offenders charged with misdemeanors to come before a panel of community leaders. They hear from the offender and fashion an appropriate disposition of treatment, counseling or community service that repays the damage caused to the community and might spur the offender to change his or her ways. After interviews by our panel, the student was assigned to do community service at a family transient residence located very close to the courthouse -- tutoring young children. The student interacted with these younger children in a very positive way by teaching them to read and by playing basketball with them and other activities. At the end of the community service period , the student decided to stay on --- continuing his service to that facility on a purely voluntary basis. The end result is a kid who will remember his contact with law enforcement in a positive way - and will not be a recidivist.

ALTERNATIVES TO INCARCERATION FOR SUBSTANCE ABUSERS

For young people whose criminal conduct is related to substance abuse, our office has created a linkage with Phoenix House and its Academy in Westchester. New York State statutes provide for lenient treatment for 16-19 year olds whose felony conduct may be just a single aberrational act resulting from immaturity. The young person can be declared a youthful offender and have their felony conviction replaced by a " YO" adjudication and their records sealed. Youthful offenders often receive a sentence of probation. If the youth violates probation, he or she faces possible incarceration.

In Queens County, where the violation is connected to addiction to drugs, the youth can

be diverted to a residential program at Phoenix Academy. There the youth will receive drug treatment and be able to continue their high school education at the same time. At the end of the program, the youth is in a position to return to a law abiding life – having overcome their addiction and with a high school diploma in hand.

We have many success stories that we could share with you. We could tell you about the young man who by all statistics - should have failed in life and become a high school dropout. But, after participating in the summer internship program, today he is a freshman at a local university. Another participant got his GED and is now playing with a popular band. His last year's salary was impressive. Yet another young man has started his own business at the age of 21 and was this year featured in a news story. And there are many others. There are those that we have touched in a very positive way that we will never know about that also makes this worthwhile.

In our view, prosecutor's offices can no longer take a narrow view of their role in the community. They can play a critical role in preventing crime by reaching out to young people at risk. Their role in prevention complements perfectly their role as aggressive prosecutors of serious, violent offenses. Prevention can take many forms and must be crafted in each county in a way that reflects the needs of the local community. Our office does just this without any outside funding. Fortunately, we are a large office and can afford to devote some of our resources to this important work. Many of our fellow prosecutors in New York City and in the larger counties in New York State have also broadened their view of the prosecutor's role and our getting involved in prevention, education and treatment programs. And it is our belief that many other smaller prosecutor's offices would do the same if sufficient resources were available.

Like community policing, the concept of community prosecution has become to take hold in prosecutors' offices throughout this country. Increasingly, prosecutors recognize that they can ill afford to continue to limit their involvement in crime reduction solely to efforts to convict and incarcerate. To build on the extraordinary reduction in crime we have experienced in recent years, prosecutors must devote more of their attention to preventing crime. We must work closely with communities and reach out at the earliest possible time to children at risk. We must begin to open our doors to allow kids to come in and experience what we do, to begin to build more positive relationships between young people and law enforcement, to establish a foundation for public confidence in the criminal justice system and to offer role models and mentors who can help kids dream bigger dreams and help make those dreams a reality.

HOW CAN CONGRESS HELP

Congress must continue to create jobs for young people -- not just a minimum wage place for a kid to go to -- but jobs that are meaningful. And we must actively teach skills that raise young people's level of self esteem and values. It is never too early to begin to fund vocational programs that teach kids job readiness and labor market skills. If a child has never seen an example of a resume, cover letter, getting to work on time, or even working every day, unfortunately, the first job might be called upon to teach these things. It would be much better to learn these things during an internship than to learn them on the first "real" job. There can be no greater incentive to a young person struggling to overcome hardship, addiction or poverty than a good shot at a better future for themselves and their families.

Congress can also help by providing technical assistance to police and prosecutors who want to get involved in juvenile crime prevention programs – help them design programs, help

them look for resources; help them coordinate with available services, help them find grants to pay for the staff and materials needed to run these programs and help them locate other groups interested in working toward the same goals so that they can pool their efforts and resources. And Congress should consider providing some direct funding for prosecutor - directed juvenile crime prevention programs to enable and encourage smaller offices to get involved in these critical efforts.

Thank you very much for the opportunity to testify today. If our office can assist you in any way as you continue to examine and address juvenile crime prevention issues, please call upon us.

Appendix D The Written Statement Of Karla Ballard, Arise International, Wilmington, Delaware

***Y.I.E.L.D** (The Youth Institute for Economic Leadership Development)*
A Community-Centered Approach to Juvenile Delinquency Prevention

Submitted By,
Karla M. Ballard
President & CEO ARISE International

When we take an in depth look at Juvenile Delinquency Prevention we must understand the need for addressing this issue from a community-centered perspective. Acknowledging the fact that it takes all segments of the community to address appropriately this issue.

In 1997, my organization, ARISE International, a company focused on economic development in urban communities, pulled together an extensive community partnership to address some of the issues Wilmington was witnessing with teenage crime. The partners included; the University of Delaware's Center for Economic Education and Entrepreneurship, Dr. Sonny Hill a community activist from Philadelphia, Howard High School, Delawares' Small Business Development Center, The City of Wilmington, MBNA America and Chase Manhattan Bank of Delaware. The charge was to create a program that would teach students alternative ways for earning money in addition to instilling moral and educational values needed for teens to make a positive economic and civic contribution to our community.

The result of such a partnership gave birth to the Youth Institute for Economic Leadership Development. The institute has been molded to assist students in defining their *real* economic value to society. The overall vision is to work towards creating an alternative market for our students to engage in legitimate economic commerce, replacing the "underground" market many of our teens in high crime areas are supported by.

The curriculum provides students with the opportunity to learn the basic components of an economic system and to gain an understanding of ways to make the system work for their benefit. Students learn the means for becoming an entrepreneur/intrapreneur and study proven techniques for achieving financial success nationally and internationally. Most importantly the students are challenged to test their perceived self-limitations of becoming a viable economic contributor to our society.

To date we have had 45 students who have successfully completed the program and are looking forward to an extensive evaluation process to begin with our first alumni class in June. To date, students who have completed the first program, which took place in the spring of 1998 are currently still in school and most are employed through different businesses in the area.

We have been successful in maintaing contact with all the students by offering them ongoing activities. Our plan is to extend the program this upcoming fall by offering three community– based after school programs in an effort to begin to create mini YIELD clubs or groups throughout the community.

The idea is to initiate a movement in Wilmington, Delaware that will allow our youth to engage in legitimate activities after school and during the summer. I have already received feedback from some students that YIELD is becoming known throughout Wilmington's High School population and inquiries are being made on how to become involved.

We are also looking forward to an exciting and mutually beneficial partnership with the State's Public Health Department, continuing with the idea of a community-centered initiative impacting our youth in all aspect of their lives.

Today, I would like to discuss and make emphasis on the process we chose in establishing a solid youth development program to address the local concerns our youth are facing and make suggestions for replication on a national level. In no way are we professing to have found the golden rule; however, the process that we have chosen is one that is community-centered versus agency driven, which I believe will serve as a solid model in ensuring the economic solvency of our youth in Wilmington.

Critical to the process for defining and initiating a movement is having the knowledge of all the factors that influence this societal ill such as; an unstable family structure, economic disparities among communities, education, external cultural influences, racial biases.

Taking into consideration all these factors, it's imperative a collaborative effort is made to bring appropriate community organizations to the table in establishing a unified youth development prevention initiative.

In addition to looking at Juvenile Delinquency Prevention from a more community-centered approach, we must also address this issue from a more corporate perspective.

There is a definite need to understand fully the interests of the market we are targeting to ensure the effective delivery of our product. *(Our product being the idea that it's better to contribute to our community by being involved with legal commerce and appropriate behavior versus illegal markets and truant behavior.)*

I would suggest bringing to the table major corporations to address the factor economics plays in relation to juvenile delinquency, especially those corporations located in the areas where the highest rates of Juvenile Delinquency exist.

A partnership with the NEA (National Education Association) would help to address the educational factors influencing Juvenile Delinquency. This partnership would prove to be beneficial in understanding where some of our gaps lie in educating the population most susceptible to the juvenile justice system. A partnership with the Alliance for Children and Families will help to address the wellness of the immediate home structure of the child.

Because this is a youth oriented market, I would certainly bring to the table those in Hollywood and the Music Industry, understanding that they have an incredible finger on what our youth are attracted to and do a phenomenal job, I might add, in capturing the attention of this market.

We must also understand that many of these entertainers, who play a significant role in the lives of our target market, paint a picture of their own personal experiences with the justice system. What is not made as visible, is the understanding that most of them are no longer part of that system and have, since their experience with the Juvenile Justice system, reached a very different economic status in society. These individuals in many cases are working hard to enjoy the fruits of their labor outside of this system of truancy. Where's the bridge then between those influences and reality?

National associations that target the market most susceptible to the underground and illegitimate markets also need a place at the table –Associations like the National Urban League, who for years have worked hard towards bridging the social and

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economic gaps between the races is a good example. Organizations such as this one, offers a very effective vehicle for impacting change in some of the areas identified as high crime arenas.

YIELD is working hard to establish itself as the premiere youth development organization that will address many of the issues we are facing amongst our youth. The aforementioned suggestions of a community-centered approach for Juvenile Delinquency Prevention on a national front are the same approaches we are beginning to take and have taken on a local level. We are truly taking this as serious as one would in a for-profit venture where a healthy bottom line is the desired outcome, in our case it is that of a healthy prosperous youth.

Let me add in existence now there are currently thousands of programs and individuals out there working incredibly hard in making a difference. If we are to make a major national change or impact in the area of Juvenile Delinquency Prevention, similar to what Bill Gates has accomplished with the popularity of Windows 95, we must approach this idea of prevention with the same type of creativity and innovation.

Our process in developing YIELD was embraced with a spirit of unity amongst all aspects of the community. The role that each organization plays is important. After a year, we are continuing to make additions to the table as we see appropriate because of the necessary players it will take to yield the results we are seeking.

To be able to look back ten years from now and see a significant impact in juvenile delinquency would be magnificent. However in my mind I believe there are people around the table who might already posses a defeatist attitude about this issue. There is no room for that mentality.

If statistics can jump from 1974 to 1988 with an increase of 20% in juvenile delinquency and then over a 4 year period from 1988 to 1992 increase at a rate of 50%. Then someone or something out there has an incredible marketing strategy for promoting juvenile delinquency. I believe you can take that same amount of energy and achieve the same percentage of decline with this societal ill, *only* if there are the appropriate individuals and organizations sitting around the table to work together on this issue.

I was asked to discuss what components makes YIELD successful in the area of juvenile delinquency, the answer is simple, it is because the focus is not to keep them out of the juvenile justice system, it is to work with all aspects of the community to prepare them to run one, if they so choose.

For these are our children we will all profit or pay for what they become

James Baldwin

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PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae) or just answer the following questions:

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing:

Founder of the Youth Institute for Economic Leadership Development

b. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

Please attach to your written testimony.

KARLA M. BALLARD
1308 Delaware Avenue Suite 301
Wilmington, DE 19806
o-(302) 888-1164 fx- (302) 888-1161

My strengths lie in motivating people, having visionary and creative ideas, an analytical mind and a passion for rebuilding our community.

Professional

ARISE International Inc. ***June 1997 - Present***
A Multi-Disciplined Management Consulting Firm

President and CEO

- Guiding organizations' focus from analysis to implementation with a focus on economic development-As a consultant I work with clients in the following areas of their businesses or institutions; strategic development and project management- *Some clients include- University of Delaware's- Center for Economic Education and Entrepreneurship, Metropolitan Wilmington Urban League, Germantown Academy and various non-for-profit organizations*

Delaware Valley First Fridays Inc. ***April 1996 – June 1998***
An Organization of five individuals residing in the tri-state area whose sole purpose is to make a difference

Co-Founder and Chairperson

- Led an effort to enhance the personal and professional development of African American individuals, residing in South Jersey, Wilmington and Philadelphia, by providing unique forums for cultural and intellectual enrichment-*Our mailing list now includes over 2500 names throughout the tri-state regions*

MBNA America Bank NA ***January 1995- June 1997***

Administrator of the MBNA Delaware Scholars Program

- Established the strategic focus for the Career Counseling and Mentoring department of the MBNA Delaware Scholars Foundation-put in place creative methods towards establishing a national model for corporate mentoring programs

Manager of Consumer Finance Management Education and Recruiting Department

- Created the first three to six month management rotation throughout the Division
- Managed the efforts and development of eight individuals nominated by Consumer Finance senior management
- Ensured people resources stayed consistent with the business goals of the Division
- Centralized all recruiting efforts throughout the Division

Management Development Participant

- Gained exposure to all key areas of MBNA America Corporation
- Identified process improvements and made recommendations for implementation
- Experienced working in all core business areas in MBNA as a Customer Satisfaction and Customer Assistance representative as well as a Credit Analyst.

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Manager of the Summer Associate Program- Camden, Maine
A program directed towards juniors in college who gain exposure to a regional office at the same time gaining valuable hands on experience as representatives.

- Coordinated efforts with Camden's senior management to decide upon a valuable rotation throughout the Regional office
- Managed the professional development of participants through various seminars; *Professional Etiquette, Presentation Skills, Strategic Planning*

Internships

Kaiser Associates — January 1994
Assumed full responsibility as a full time management consultant-Learned the techniques of Benchmarking and Competitive Analysis-Responsible for targeting specialty paper markets

Saks Fifth Avenue — June-July 1994
Planned and directed a customer service seminar for over fifty cosmetics sales associates-Analyzed upcoming trends in the Men's underwear and furnishings market and determined the "profitable" items for the upcoming fall season

A.T. Kearney — August 1994
Observed a project team in Chicago working within the transportation industry-Acquired knowledge about out-sourcing and core-carrier programs.

American Film and Video — *June 1992- June 1993*
Manager of Sales & marketing-Lead the marketing efforts of promotional videos for various videos, Planned directed and implemented a publicity video ordered by a national Public Relations firm, Ketchum Communications

Community Outreach

Board Member, Germantown Academy Alumnae - Philadelphia, PA
Board Member, OperaDelaware Guild - Wilmington, DE
Board Member, Volunteers Against Adolescence Pregnancy - Wilmington, DE
Board Member, Childrens and Families First - Wilmington, DE
Member, Black Achievers of Delaware
Board Member, 100 Coalition of Black Women Delaware Chapter- Wilmington, DE
Volunteer Consultant, Edgemoor Community Center-Researched new ways to motivate and enhance the Day Care Center's staffs' effectiveness by making recommendations that directly would improve morale and job knowledge
Student Advisor, University of Virginia's Student Academic Support Services Steering Committee-Appointed by the Vice President of UVA to re-evaluate past services and make recommendations for future plans within student support services
Site Leader, Nortes De Caritas, Monterey, Mexico - Lead a group of twelve American students through a volunteer effort that assisted impoverished Mexican mothers ostracized by their families due to their pregnancies

Education

University of Virginia, Charlottesville, VA
BA in English, December 1994

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Appendix E- The Written Statement Of Vincent Schiraldi Executive Director, Center For Juvenile And Criminal Justice Washington, D.C

Testimony of Vincent Schiraldi, Executive Director
Center on Juvenile and Criminal Justice before the
Committee on Education and the Workforce's
Subcommittee on Early Childhood, Youth, and Families

My name is Vincent Schiraldi, and I am the Executive Director of the Center on Juvenile and Criminal Justice which is a private, nonprofit organization with offices in DC, Baltimore, and San Francisco. We provide direct services to delinquent youth and adult parolees to try get them back on the straight and narrow, as well as residential treatment for severely abused and neglected adolescents.

In addition to my work with the Center, I was the chair of San Francisco's Juvenile Probation Commission, a member of Governor George Deukmejian's Blue Ribbon Commission on Inmate Population Management, an advisor to California's Commission on the Status of African American Men, and recently a member of the Corrections Subcommittee of Mayor Anthony Williams' transition team. I have also personally been a foster parent to a severely emotionally disturbed delinquent teenager. So I come before you today with experience both with direct services and research and policy work.

I'd like to start with some data about race and America's juvenile justice system, talk a little about our program, and then discuss a few implications of the data and my experiences.

There is a large and growing body of research which paints a dismal picture of disproportionate confinement in America. Black youths are seven times as likely to be held in a public detention facility as white youths. In both Connecticut and Texas, 100% of the juveniles held in adult jails in 1996 were minorities. The first year Virginia allowed 14-year-olds to be tried as adults, 10 out of 11 were African American. In Pennsylvania, minorities constitute 30% of juvenile arrests but 87% of juveniles placed in secure corrections. In Wisconsin, minorities are 11% of the youth population, 19% of juveniles arrested, and 75% of juveniles locked up in adult prisons. Blacks make up 12 percent of America's population and 13 percent of America's monthly drug users, but teenage black males are confined for drug offenses at 30 times the rate of their white counterparts.

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Some are tempted to conclude from all of this that, since blacks commit most of the crime, they occupy most of the prison cells.

But a fair analysis of race and America's juvenile justice system is much more complicated than that. In a meta-analysis of studies on race and the juvenile justice system, researchers Carl Pope and Richard Feyerheim found that about 2/3 of the studies of disproportionate minority confinement showed "race effects" at one stage or another of the juvenile justice process. In other words, when controlling for other relevant factors like the severity of the current offense and a youth's prior arrest record, two-thirds of studies showed that race mattered -- and mattered for the worse.

Delbert Elliott, Ph.D., former President of the American Society of Criminology, has conducted groundbreaking analyses of differential offense rates between white and African American teenagers using self-reporting data from the National Youth Survey, which have profound policy implications. According to Dr. Elliott, black teenagers self-report committing violent crimes at about one and one half times the rate of white teenagers, a much lower disparity than what shows up in arrest or prison data. For example, black youth are about four times as likely to be arrested and seven times as likely to be locked up for violent crimes as are white teenagers.

After their teenage years, however, white and black teenagers follow a different course. White teenagers "mature out" of criminal behavior, and begin to show sharply declining involvement in violence. African American teenagers show a resurgence of violence in young adulthood.

Importantly, when the subjects under study possess either a job or a stable relationship, both blacks and whites experience the same precipitous decline in violent behavior, something researchers Laub and Sampson also found that two factors.

As America continues its "conversation on race", such information can be very helpful in forming public policy. America already has a model system for addressing juvenile delinquency at its disposal. It is the system which kicks into gear when a white

middle class youth gets arrested. That child gets special attention -- parents, uncles, coaches, and neighbors come out of the woodwork to vouch for them and pledge enhanced monitoring. Special schools are arranged, restitution is set up, even volunteer work to the community is worked out.

Growing up in Brooklyn, I knew early on that, if a kid in my working class Polish, Irish and Italian community got into trouble, the whole neighborhood would rally around to keep him out of the Spofford Detention Facility in the Bronx. What I would urge Congress to do is to help promote a system which mirrors what happened in my neighborhood, and what any of us would do for our own kids if they were in trouble.

Let me give you an example. My organization was referred the case of a black high school senior charged with a strong armed robbery. Derrick's mother had died the year before, and he was sort of stuck with a step-father with whom he never had a great relationship. In the year since his mother's death, he had had one other arrest for possession of marijuana. Still, he was in school, worked nightly at his step-dad's shoe repair store, and was enrolled in ROTC.

One day after school, he and a couple of other seniors stole a sweat jacket off of a black male freshman in their same school. During pretrial negotiations, Derrick's court-appointed lawyer, with whom I shared an office at the time, told me about the case and about how he was unable to get the DA to offer anything less than state prison. The lawyer offered by way of explanation that his client had a "big black kid problem" -- his words, not mine -- insofar as he was about 6' 3" tall, a little heavy and exuded a tough attitude to those who didn't know him.

My agency offered the mother of the victim, who was a dispatcher at the police department, the opportunity to meet with Derrick prior to sentencing at a local police station. She yelled at him, and he looked at his shoes and mumbled what appeared to me (and more importantly, to her) to be sincere apologies. We told her a little about his living situation and about how he hadn't been in any trouble till after his mother died. Derrick

offered to pay restitution for the sweat jacket out of his shoe repair earnings, and we set him up performing community service, training recovering drug addicts how to repair shoes, which is eventually what the judge ordered, with the mother's blessings.

Although it has a happy ending, I felt from the beginning that the system saw an easily readable script for Derrick, which was eventually going to include a trip to jail. As a result, in my opinion, the system did not recoil from locking him up like it would have for a similarly situated white, ROTC, working, high-school senior whose mother had died the year before. The burden was on *us* to humanize Derrick -- he walked into court as a statistic.

Indeed, that prison-bound script is not so far from accurate. A Justice Department study released last year found that the likelihood that a black male child born in America last year will go to prison -- not jail or probation, but prison -- at some time during his life is an astonishing *one in four*. It was only through luck that Derrick found us. Many more Derricks don't.

Despite the fact that African American parents love their kids as much as white parents do, their treatment at the hands of the juvenile justice system is generally not what Derrick got, and not what my kids would get. Too often they are defended by apathetic attorneys, ministered to by disinterested probation officers, and imprisoned in dangerous warehouses. It is indeed true that the opposite of love is not hate, but apathy.

As a result, while white youth are obtaining the jobs and establishing the relationships that will alter their life path from violence to success -- and Dr. Elliott's data and common sense tell us it will -- African American youth are learning the hard lessons taught in America's prisons and jails.

The program my organization operates takes youth who are locked up in juvenile hall, and obtains their release under strict conditions. We develop individualized release plans for these youth and work intensively with them, seeing them face-to-face three times per day after they are released. The staff I hire are long on street smarts and may or may

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not have much book learning. But when the pager goes off at two o'clock in the morning because one of our kid's father is home on a drunken tear and about to beat the kid and his mother up, my staff respond and are on-hand to diffuse the situation and get the family or the father to a place where they can't do any harm.

On the other end, we inform the court of the good and the bad, and although we are willing to continue serving kids as long as the courts keep them in the community, we are totally honest about our clients' progress, warts and all. That way, no deed, good or bad, goes unnoticed, and we maintain credibility with both the courts and the kids. Our staff is trained to think creatively and look at their clients like a nephew who has gotten in trouble – not make excuses, but demand accountability combined with deep concern for their welfare.

Recent research on our program conducted by the University of Nevada shows that when our participants were compared to a control group our clients were rearrested at half the rate of the control group, and rearrested for violent offenses at a third the rate of the control group. Over 90% of the kids we serve are minorities. Treating youth with care and decency, while still holding them accountable the way you or I would want our child treated, works as well for minority youth as for white youth.

When he was locked up in the Birmingham jail, Rev. Martin Luther King, Jr. stated "Injustice anywhere threatens justice everywhere." I believe that, through carefully crafted and well-implemented treatment and prevention programs, African American and Hispanic youth can experience the types of rehabilitative opportunities that many white children experience. For my part, I know that, if the system would not give up on my children, who are white, it should do no less for the sons and daughters of African American parents.

5

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Vincent Schiraldi		
1. Are you testifying on behalf of a Federal, State, or Local Governmental entity?	Yes	No XX
2. Are you testifying on behalf of an entity other than a Government entity?	Yes XX	No
3. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1996: $75,000 from Maryland's Juvenile Justice Advisory Committee (10/97 - 6/98) (7/98 - 6/99) $56,250 from Maryland's Juvenile Justice Advisory Committee		
4. Other than yourself, please list what entity or entities you are representing: The Center on Juvenile and Criminal Justice of which I am Executive Director.		
5. If your answer to question number 2 is yes, please list any offices or elected positions held or briefly describe your representational capacity with the entities disclosed in question number 4: Executive Director, Center on Juvenile and Criminal Justice, private, non-profit, 501(c)(3).		
6. If your answer to question number 2 is yes, do any of the entities disclosed in question number 4 have parent organizations, subsidiaries, or partnerships to the entities for whom you are not representing?	Yes	No XX
7. If the answer to question number 2 is yes, please list any federal grants or contracts (including subgrants or subcontracts) which were received by the entities listed under question 4 since October 1, 1995, including the source and amount of each grant or contract: Same as answer 3.		

Signature: [signature] Date: 3/4/99

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VINCENT N. SCHIRALDI, M.S.W.
2208 Martin Luther King, Jr. Ave. SE
Washington, DC 20020
(202) 678-9282
(202) 678-9321 (fax)

EMPLOYMENT EXPERIENCE

Center on Juvenile and Criminal Justice (CJCJ)
Founder and Executive Director, Washington, DC and San Francisco, California
1991 - Present
Established an innovative private, non-profit criminal/juvenile justice agency dedicated to reducing society's reliance on imprisonment as a solution to social problems.

Supervise all phases of agency operations. Responsibilities include: program creation/development; fund raising; personnel and budget management; public speaking at media, community and professional events; testimony in court and before legislative bodies; liaison activity with agency board of directors; and criminal/juvenile justice consultation.

The following projects have been successfully developed and implemented:

Juvenile Justice Programming - Funded by various juvenile justice systems throughout the nation, pioneered a highly successful advocacy and case management program aimed at reducing the unnecessary use of incarceration for juveniles. Washington, DC program has kept the Youth Services Administration under a court-ordered cap by releasing 51 youths out of a pre-adjudication population of 150. An American Correctional Association analysis of that program found an 87% success rate. San Francisco project awarded the "Outstanding Program of the Year" and "Excellence in Diversity" awards for reducing preadjudication detention population. Only 6% of the youths released from juvenile hall through that program reoffend or fail to appear. Under contract from the Hawaii Department of Corrections, reduced that state's institutionalized youth population by 40% in six months with a 96% success rate (measured by rearrest). This project was replicated in Baltimore, MD in 1997 under funding from the Maryland Department of Juvenile Justice and Annie E. Casey Foundation.

Continuum of Care Programming- Provides residential treatment, independent living, professional foster care, post-release case management, in-depth therapy, evaluation and community reacclimation services to severely abused and neglected adolescents in Washington, DC under contract with the Child and Family Services Agency.

Justice Policy Institute - Provides research, media commentary, and commentary on critical issues affecting the justice field. The Institute has taken a leadership role in justice policy formulation and is looked to by policy makers and the media as a source of up to date research on emerging justice issues.

Alternative Sentencing Program - Preparation of highly specialized reports to courts and paroling authorities nationwide. Reports include background/offense studies and development of workable community plans for defendants/minors which meet the goals of justice in a non-incarcerative manner.

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Supervised Citation Release Program - Under contract with the San Francisco Sheriff's Department, release and supervise misdemeanants from San Francisco's Jail. The 80% appearance rate of SCRP participants is double that of other pretrial misdemeanants.

Supportive Living Program - SLP is a model supervised independent living program for homeless parolees released from San Quentin prison who are suffering from substance abuse problems. Funded by the California Department of Corrections through their Bay Area Services Network (BASN), this program has the longest length of stay and lowest failure rate of any BASN program.

Technical Assistance Project - Provide technical assistance to states and counties desiring to safely and effectively reduce incarcerated populations in juvenile and adult institutions.

National Center on Institutions and Alternatives
1982 - 1991
Western Regional Director, San Francisco, California 1985 - 1991
Founder of the Western Regional Office of progressive private, non-profit criminal/juvenile justice agency. In October of 1991, successfully segued NCIA Western Regional Office (WRO) programs to newly established CJCJ. In addition to projects noted above, NCIA/WRO programs developed included the **Parole Assistance Project** (PAP). Funded by the California Department of Corrections, PAP developed 156 social service plans for substance abusing parolees. All clients were closely case managed by PAP staff to help facilitate community reacclimation and guard against relapse.

NCIA New York City Office, New York, New York 1982 - 1985
Case Developer
Broke ground and established reputation for progressive criminal/juvenile justice agency in the challenging New York City market. Primarily provided alternative sentence planning services as well as public education through media and legislative activities. Office continues to provide a range of justice services.

New York State Division For Youth
Houseparent/Recreation Coordinator, 1980 - 1982
Served initially as a live-in house parent to a state-run group home for seven juvenile delinquent boys. Promoted to recreation coordinator of three homes housing 14 girls and seven boys.

San Francisco State University
Lecturer
San Francisco, 1996
Taught a course on the history of juvenile justice and the development of reforms in the field. Course work included examining the nature of delinquency, historical patterns of state intervention and attempts to control delinquency, etiology and shortcomings of the institution-based system, contemporary theories on the causes and cures of delinquency, and model juvenile justice systems and programs.

Freelance Commentator
1985 - Present
Have published commentary pieces in the *Washington Post, Baltimore Sun, Los Angeles Times, Christian Science Monitor, National Public Radio, San Francisco Chronicle, Miami Herald, San Jose Mercury News, Sacramento Bee,* and *Albany Times,* among others. Currently a regular commentator on Washington, DC's public radio station, WAMU.

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San Francisco Department of Social Service
Foster Parent, 1989.
Foster parented a seriously emotionally disturbed, delinquent youth for a six week transitional period following his release from San Francisco's juvenile hall.

BOARDS AND COMMISSIONS

San Francisco City and County, Juvenile Probation Commission
President, 1990 - 1991, Commissioner, 1991 - 1992
Appointed by then-Mayor Art Agnos to preside over newly established, seven member commission which was formed to "manage, organize and reorganize" the Juvenile Probation Department. The Commission's unique duties are to supervise all facets of the city's Juvenile Probation Department, including the operation of the juvenile hall and sentenced facility. The number of youths detained in San Francisco's juvenile hall was reduced by 30% during my tenure, with no increase in juvenile crime.

California Blue Ribbon Commission on Inmate Population Management
Commissioner, 1988 - 1990
Appointed by then-Assembly Speaker Willie L. Brown, Jr. as a voting member of this commission which included the Attorney General and the Directors of the Departments of Corrections and Youth Authority. Goals of this legislatively-created body, which issued its final report on time in January 1990, were to recommend the means by which to safely and effectively manage juvenile and adult incarcerated populations.

National Criminal Justice Commission, Alexandria, VA
Commissioner 1995 - 1996
Served as a member of national commission formed through non-profit funding to analyze and recommend changes to the country's method of addressing adult and juvenile crime. The Commission's report *The Real War on Crime: The Report of the National Criminal Justice Commission*, was released in book format by HarperCollins Publishers in February 1996.

Commission on the Status of African American Men (1992 - 1996)
Little Hoover Commission (1993 - 1994)
Served as a criminal and juvenile justice advisory member to the above commissions. The Commission on the Status of African American Men and the Little Hoover Commission are both legislatively established, California commissions.

San Francisco District Attorney's Transition Team
December 1995 - February 1996
Served on the 25 member transition team for newly elected San Francisco District Attorney Terence Hallinan. Was a member of both Juvenile Justice and Police-DA Relations Subcommittees for which I drafted position papers and helped to develop policy recommendations for the newly elected District Attorney.

TRAINING AND TECHNICAL ASSISTANCE

National Association for the Advancement of Colored People
Legal Defense and Education Fund (NAACP/LDF)
Los Angeles County, 1995 - 1996
Served as a consultant on the NAACP/LDF's law suit *Black Probation Officers Association et al. v. The County of Los Angeles et al.* Reviewed data, interviewed and collaborated with plaintiffs concerning issue of disparate incarceration of African American youth and inadequate funding and services in inner city probation offices. Helped draft settlement for negotiation with County officials. Worked with plaintiffs in ongoing settlement negotiation.

State of Hawaii Youth Correctional Facility Study
Hawaii, March - July, 1988
At the request of the Hawaii Department of Corrections and the Hawaii Legislature, lead a team which recommended a model juvenile correctional system designed to assure public safety while reducing the number of youths housed in secure custody. Provided an accurate estimate of secure bed needs. Recommendations included development of a continuum of care service system to provide intermediate dispositional options for those otherwise housed in secure custody.

Based partly on work performed with the Hawaii Department of Corrections, the 1989 Hawaii Legislature formed the Office of Youth Services and allocated $890,000 for community-based programming. This technical assistance project also resulted in the formation of CJCJ's Hawaii Youth Advocacy Project described above.

National Institute of Corrections Technical Assistance Reports
Sonoma County, California, August 1987
Santa Cruz County, California, June, 1987
Through funding from the United States Department of Justice, National Institute of Corrections, researched the programs and policies in place in both counties and advised on potential jail population reduction measures. Interviewed persons from the county who impacted the jail population (Judges, District Attorneys, Sheriff's personnel, etc.), analyzed jail population statistics, met directly with inmates, and researched appropriate programs available throughout the nation to meet local needs.

PUBLICATIONS

The Will of the People? The Public's Opinion of the Violent and Repeat Juvenile Offender Act of 1997. Justice Policy Institute and Youth Law Center, March 1998 with Mark Soler.

Reforming Juvenile Justice, textbook edited by Dan Macallair and Vincent Schiraldi, Kendell-Hunt Publishing Company, Des Moines, Iowa, January, 1998.

The Risks Juveniles Face when Incarcerated with Adults, Justice Policy Institute, July 1997 with Jason Ziedenberg.

Striking Out: The Crime Control Impact of Three Strikes Laws, Justice Policy Institute, March, 1997 with Tara-Jen Ambrosio.

From Classrooms to Cellblocks: Destructive Policies Eroding DC's Communities, Justice Policy Institute, March 1997 with Tara-Jen Ambrosio.

From Classrooms to Cellblocks: A National Perspective, Justice Policy Institute, February 1997, with Tara-Jen Ambrosio.

Three Strikes: The New Apartheid. Center on Juvenile and Criminal Justice, March 1996, with Christopher Davis and Richard Estes.

Young African Americans and California's Criminal Justice System: Five Years Later, Center on Juvenile and Criminal Justice, February 1996, with Sue Kuyper and Sharen Hewitt.

Framing the Framers: Shaping the Debate on Juvenile Crime in San Francisco, in Media Politics, Sage Publications, 1996, with Dan Macallair.

Trading Books for Bars CACJ Forum, California Attorneys for Criminal Justice, Los Angeles, California, January 1995.

Racial Disparities in the Charging of Los Angeles County's Third "Strike" Cases, Center on Juvenile and Criminal Justice, October 1994, with Michael Godfrey.

Three Strikes: The Unintended Victims, Center on Juvenile and Criminal Justice, October 1994, with Peter Sussman and Lanric Hyland.

The Undue Influence of California's Prison Guard's Union: California's Correctional Industrial Complex, Center on Juvenile and Criminal Justice, October 1994.

Singapore West - The Incarceration of 200,000 Californians, Center on Juvenile and Criminal Justice, June 1994, with Mark Koetting.

Corrections and Higher Ed Compete for California Dollars; Corrections Winning, Overcrowded Times, Castine Research Corporation, Castine Maine, June 1994.

Race and Incarceration in San Francisco: Localizing Apartheid, Center on Juvenile and Criminal Justice, October 1992, with Chet Hewitt and Ken Kubota.

Parole Violators in California: A Waste of Money, A Waste of Time, Center on Juvenile and Criminal Justice, September 1991, with Anthony Costello and Rick Garnett.

Concrete and Crowds: 100,000 Prisoners of the State, Center on Juvenile and Criminal Justice, San Francisco, California, May 1991, with Rick Garnett.

The Prison Dilemma: Should We Lock 'Em All Up?, The San Francisco Attorney, San Francisco, California, October/November 1990.

Young African American Men and the Criminal Justice System in California, National Center on Institutions and Alternatives, San Francisco, California, October 1990, with Susan Fry.

Hawaii's Juvenile Justice System: A Model for Reform, Federal Probation, Administrative Office of the US Courts, Washington, DC, September 1990.

Symbolic Victim Restitution Ordered in State Case, CACJ Forum, California Attorneys for Criminal Justice, Los Angeles, California, July/August 1987.

Federal Sentencing Guidelines: Must Reducing Disparity Mean Increasing Severity?, CACJ Forum, California Attorneys for Criminal Justice, Los Angeles, California, March/April 1987, with Joel Sickler.

SELECTED PRESENTATIONS/DEBATES

CNN - On air juvenile justice debate with Congressman Bill McCollum (1997)
MS-NBC - On air juvenile justice debate with Senator Jeff Sessions (1997)
NBC Today Show, debate with California Governor Pete Wilson on the "Three Strikes and You're Out" Law (1996)
Congressional Black Caucus -- Hearings on Violent Juvenile Crime (1996)
San Diego State University - Public Forum Debate on "Three Strikes and You're Out" (with Attorney General Dan Lungren and Mark Klaas; 1994)
University of Minnesota Law School Judicial Sentencing Training Workshop (1996)
California Bar Association Annual Meeting (1994)

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San Francisco Chamber of Commerce Special Meeting on Crime (1993)
San Francisco Human Rights Commission (1992, 1994)
California Department of Corrections - Leadership Training Institute (1994, 1995)
California Probation, Parole and Correctional Association Annual Meeting (1994)
Western Society of Criminology Annual Meetings (1991,1993, 1994)
American Society of Criminology (1991)
American Correctional Association (1988)
Western Correctional Association (1991)
Administrative Office of the Courts, Judicial Council (California) (1992)
California Center for Judicial Education and Research (1991, 1992)
Joint Committee on Prison Construction and Operations, California Legislature (1990)
California Assembly Public Safety Committee (1993)

MEDIA APPEARANCES

Media appearances include Today Show, Nightline, CBS Evening News, MacNeil Lehrer News Hour, National Public Radio, British Broadcasting System (Radio and Television), Canadian Broadcasting System (Radio and Television), Cable News Network (CNN), MS-NBC as well as all of the major television and radio outlets in California. Print interviews include the *New York Times, Washington Post, US News and World Report, Newsweek, the Los Angeles Times, the Economist, the San Francisco Chronicle, the Boston Globe, the San Francisco Examiner, the Philadelphia Inquirer, the Sacramento Bee, the Honolulu Star-Bulletin, the San Jose Mercury News, the Miami Herald, the San Diego Union-Tribune, the Orange County Register, the Oakland Tribune, among others.*

EDUCATION

Masters in Social Work, New York University, 1983.
Bachelor of Arts Degree, Social Psychology, State University of New York at Binghamton, 1981 [Concentration in Human Services].

AFFILIATIONS

American Correctional Association
Association of Criminal Justice Researchers
National Association of Sentencing Advocates

References Available Upon Request

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References for Vincent Schiraldi
(dob - 1/3/59; SS# 101-40-4769)

James Bell*, Staff Attorney
Youth Law Center
(415) 543-3379

Angela J. Davis
Professor of Law
American University
(202) 274-4230

Paul DeMuro, Consultant
(973) 746-9525

Terence Hallinan
District Attorney
City and County of San Francisco
(415) 553-1744

Joseph Tulman
Professor of Law
University of the District of Columbia
(202) 274-7317

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* Mr. Bell is the former board chair of the Center on Juvenile and Criminal Justice.

Appendix F-. The Written Statement Of Sandra Mc Brayer Executive Director, The Children's Initiative San Diego, California

Remarks of Sandra L. McBrayer

Executive Director, The Children's Initiative, San Diego, California

Thank you for the opportunity to speak to you. I address you today from several different disciplines--wearing several hats. I hope my remarks will assist you in understanding their inter-connectedness.

I speak to you as an educator, having spent more than ten years teaching public school and at-risk youth, and also having developed the first public school in the United States for homeless, unattended youth aged 12 through 19, children who live on the streets.

I also come before you as a national spokesperson for children, youth and education as a former United States Teacher of the Year. I have had the opportunity to travel our country, as well as internationally, to address issues and concerns facing our young people and our educational system.

I address you, also, as the executive director of the San Diego Children's Initiative, a non-profit organization that works to promote and foster integrated services for children, youth and families. We work to encourage prevention and collaboration, and strive for measurable outcomes in the fields of health, education, safety, and economic security.

San Diego County is the fourth largest county in the United States. Our county covers 4,261 square miles, almost as large as the state of Connecticut. We have a five-member County Board of Supervisors, 18 incorporated cities, 66 independent special districts, 43 separate public school

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district, five community college districts, five California State Senate districts, nine State Assembly districts and five U.S. Congressional districts. We believe in government!

Yet, when I look at San Diego County, I see children: children who speak and hear a multitude of languages and dialects--more than 85 at last count; children who live in our dense urban areas; refugee children from Bosnia and Rwanda who speak little or no English; children living on 18 different Indian reservations; and those who grow up in our vast agricultural space and deserts. And children living in poverty, more than 100,000, according to the latest statistics.

San Diego County has the opportunity and challenge of meeting the needs of more than 739,000 young people. Our child population, which exceeds that of 21 states, is projected to increase by 26 percent by the year 2003. Caring for these children and youth must be our top priority.

In all arenas, the Children's Initiative helps San Diego to address the issues and concerns of our children and youth as a united team. We have learned that collectively we can maximize our resources, staff, energy and efforts while also ending redundancy and duplication. Working smarter, together.

San Diego is at the cutting edge of national efforts to prevent juvenile delinquency and youth violence. With strong and vital assistance from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), San Diego has developed a detailed blueprint for how to protect our children and youth and how to promote their positive development.

For the last three years, under the direct guidance and support of OJJDP and with technical assistance from Developmental Research Programs, Inc. (DRP) and the National Council on

Crime and Delinquency (NCCD), the Children's Initiative has convened and facilitated the unified efforts of more than 100 diverse organizations. This team, comprised of local leaders, public and private groups, schools, law enforcement agencies and community members, worked to develop and implement the San Diego County Comprehensive Strategy for Youth, Family and Community.

This model, predicated upon years of research from OJJDP and a philosophy of shared responsibility and coordinated action, resulted in a region-wide effort in San Diego County to develop healthy, responsible youth through prevention, intervention and appropriate sanctions. We established a common vision, defined youth and community needs and strengths, and developed sound recommendations--to keep our children on track, in school, safe, and out of trouble.

The cComprehensive Strategy enables us to promote prevention: how do we ensure children and youth do not get into trouble and into the justice system? Intervention: once a child makes a wrong or poor choice, how do we ensure they receive they services and programs they need to get back on the right track? And graduated sanctions: how do we ensure that our children and youth who are committing serious crimes are separated from others and also ensure that they do not continue on their destructive path of harming themselves and possibly those around them?

The Comprehensive Strategy is our road map; it spells out what we need to do and how to get it done together.

OJJDP's focus on prevention, strong research-based models, support of community collaboration and the dissemination of best practices provided San Diego with the opportunity and skills

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needed to succeed in our efforts. We are using common sense strategies, building coordinated efforts, and implementing real solutions. Solutions in San Diego, much like the planning efforts, are also collaborative in design and implementation.

While the Comprehensive Strategy was being developed, San Diego identified an immediate problem area for our youth. While there is substantial federal and state funding for after-school programs and services for elementary school children and while high school students are able to occupy their time with sports, drama and work, middle-school youth were being left out of the equation in the after-school hours. San Diego saw that more crimes are committed by youth between the hours of 2 and 6 p.m., and more crimes are committed against youth as well between those hours than at any other time on the 24-hour clock. We also saw that middle-school youth were being left unattended and the temptations of drugs, alcohol, sex and gangs could be overwhelming. The after-school hours are the "critical hours" for middle-school youth—young people who are frequently classified as "too old for babysitters but too young to be left alone."

San Diego did not look to the schools and say, "What are you going to do? Instead, we brought together schools, parents, youth, providers, law enforcement, county and city government, and businesses to design and develop effective after-school "Critical Hours" programs for middle-school youth. We surveyed youth and parents, asking them what they wanted in after-school programs and when and where they felt the safest in the hours after school. We asked, "What would get you to attend an after-school program and what would keep you coming back?"

The surveys offered choices and asked the youth to give their opinions of possible activities: "totally awesome," "OK" or "totally gross." Sorry, but golf got totally gross.

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What rated "totally awesome"?

Cooking, the youth said. "Our parents are working, and we have to help and cook dinner for our families. Would you teach us how after school?"

Babysitting. "They say we have to take care of our younger brothers and sisters and they are driving us nuts. Will you teach us how to better care for them?"

Real life skills for real-life problems.

In 1997, with $1.2 million from the San Diego County Board of Supervisors (an impressive amount of money and a bold, creative action on behalf of youth), and with blended monies from the State of California and the City of San Diego, San Diego opened 27 "Critical Hours" after-school programs for middle-school youth. In the first year of operation, more than 14,000 youth participated.

This was an experience of "no one going it alone"-- blended State, County, City and foundation dollars; partnerships with school, providers, law enforcement and businesses; and clearly listening directly to community, families and youth--examples learned from OJJDP, the San Diego Comprehensive Strategy and the San Diego Children's Initiative.

San Diego is doing much more than I have time to describe to you, but the key is not what we are doing, but how we are doing it. Through partnerships with education and justice, with research-based programs and services, with blended funding from all possible funding streams, and with total inclusion of all concerned for children and youth, this is the model that works.

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San Diego continues to prove it again and again, in after-school programs, in gender specific services, in community assessment teams, in intensive probation supervision. We are clearly demonstrating that you can teach grown people to share. They might not like it too much at first, but San Diego is demonstrating that it is indeed possible—and necessary!

Thank you.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Sandra Lynn McMrayer		
1. Are you testifying on behalf of a Federal, State, or Local Governmental entity?	Yes	(No)
2. Are you testifying on behalf of an entity other than a Government entity?	(Yes)	No

3. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1996:

Sub-contracted through San Diego County Probation to Children's Initiative from Office of Juvenile Justice and Delinquency Prevention for $35,000.00 for grant period from February 1, 1999 to September 30, 1999 for Comprehensive Strategy Coordinator position.
Grant #98-JS-FX-0010

4. Other than yourself, please list what entity or entities you are representing:

San Diego Children's Initiative

5. If your answer to question number 2 is yes, please list any offices or elected positions held or briefly describe your representational capacity with the entities disclosed in question number 4:

Executive Director

6. If your answer to question number 2 is yes, do any of the entities disclosed in question number 4 have parent organizations, subsidiaries, or partnerships to the entities for whom you are not representing?	Yes	(No)

7. If the answer to question number 2 is yes, please list any federal grants or contracts (including subgrants or subcontracts) which were received by the entities listed under question 4 since October 1, 1995, including the source and amount of each grant or contract:

Signature: Sandra L McMrayer Date: 3-15-99

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Sandra L. McBrayer
Biographical Information

- Sandra McBrayer is the Executive Director of the Children's Initiative, an organization dedicated to strengthening children and families by working for integrated services that promote the values of collaboration, prevention and measurable outcomes in the fields of education, health, safety and economic security. Ms. McBrayer advocates and testifies locally, statewide and nationally on public policy issues that affect children, youth and families.

- Ms. McBrayer teaches "Introduction to Multicultural Education" in the College of Education at San Diego State University. Working with new and first-year teachers, Ms. McBrayer introduces and teaches in-depth the socio-political and economic dynamics of education in our society.

- President Clinton named Ms. McBrayer the 1994 National Teacher of the Year. She served as a spokesperson for education, representing the United States as an ambassador of education. Sandra participated in national debates and advocated for issues concerning children and families. She was the 1993 California and San Diego County Teacher of the Year. Related awards include the 1992 Women of Vision in Education, League of Women Voters and the 1992 Distinguished Alumna of the Year, College of Education, San Diego State University.

- In 1987, Ms. McBrayer founded and developed the first successful school in the United States for homeless and unattended youth. She served as head teacher for the Homeless Outreach School from 1988 to 1996. She began her teaching career with at-risk youth at Juvenile Hall and Hillcrest Receiving Home. Sandra has also taught at various group homes and alternative education programs.

- Ms. McBrayer serves on the National Education Association Emergency Commission on Urban Children, National Citizen Scholarship Foundation, National Agency for Instructional Technology (Executive Committee), Foundation of America, San Diego City College Foundation, Children Having Children (Executive Committee), Commission on Children, Youth and Families, San Diego County Juvenile Justice Coordinating Council and the Suicide Homicide Audit Committee (co-chair).

- Ms. McBrayer speaks nationally and internationally on education, equity and individual involvement in bettering the lives of children and youth. Audiences have included the American Forum for Global Education, American School Board Journal, United States Department of Education, International Reading Association, California Community College Academic Senate, Governors Summit on Education, California Association of School Business Officials, and the Governors Summit on Responsible Parenting.

- Sandra has been featured on Good Morning America, CNN, Primetime, Lifetime Magazine and CBS This Morning. Newspaper stories have appeared in USA Today, Los Angeles Times, Christian Science Monitor, San Diego Business Journal and the San Diego Union-Tribune. Radio interviews have aired on National Public Radio and Voice of America.

- Sandra, a native San Diegan, earned her Bachelors and Masters degrees from San Diego State University.

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21.6 PICAS TO TRIM

Appendix G- The Written Statement of Barbara Ott, Director of the Silver Spring YMCA Youth Services, Silver Spring, Maryland

United States House of Representatives
Committee on Education and the Workforce

Subcommittee on Early Childhood, Youth and Families

Hearing on

Discipline and Violence

March 18, 1999

Testimony of

Barbara Ott, Director
Silver Spring YMCA Youth Services

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Testimony of Barbara A. Ott
Silver Spring YMCA Youth Services

U.S. House of Representatives
Committee on Education and the Workforce
Subcommittee on Early Childhood, Youth, and Families
March 18, 1999

Mr. Chairman and Members of the Subcommittee:

Thank you for the opportunity to testify before you on the importance of comprehensive strategies for the prevention of juvenile delinquency. This is a topic which is immensely important to me not only as the Director of Silver Spring YMCA Youth Services for the last 12 years, but also as a mother and a grandmother, a professional, a volunteer, and a foster mom, I know the value of investing in our nations' youth, particularly for those at risk of juvenile delinquency. Not band-aid remedies, but thoughtful, multi-cultural, comprehensive community based strategies that prevent problems. I want to keep our children safe.

Silver Spring YMCA Youth Services (SSYS) has been serving the community for over twenty-five years as a **FREE**, non-membership based, outreach program of the Silver Spring YMCA. Like all YMCAs, the Silver Spring YMCA serves all ages, all abilities, and all incomes and lives its mission everyday. SSYS offers a full range of prevention, early intervention and treatment services to over 2,000 youth and families per year always developing and implementing programs designed to address the specific needs of the community. Silver Spring, while being in "affluent" Montgomery County has pockets of poverty with a large number of immigrant and low income families. These families struggle to survive economically and personally in a culture

with rules they don't understand. The Carroll Avenue and Quebec Terrace Apartments is such a place. I could spend a day sharing wonderful stories from our wide-range of delinquency prevention programs. Indeed , the YMCA nationwide is a partner with 400 juvenile courts and some 300 public housing developments in an effort to reach out to at-risk youth. But with only 5 minutes, I'll give you a brief overview of one program which demonstrates our investment in youth.

For many years the Y had driven a van over to the Carroll Avenue and Quebec Terrace (CAQT) Apartments to pick up youth and take them swimming and camping. In the summer of 1991, there was a vacant apartment where we helped start a Tenants' Association. The residents wanted a safe place for their children that summer to keep them away from the drugs and violence prevalent in the apartments/community. I hesitate to call it a community because they rarely talked to each other. There were African American, African national, Latino, Vietnamese, and Cambodian residents who lived next door to each other but did not communicate. They were crowded and isolated and living in fear.

I asked the apartment owner to let us use the apartment for a Summer Activity Center which in turn would help him by keeping the children off the grass and from destroying property. This early partnership in 1991 gave birth to the program we call H.O.M.E. (Hope & Opportunity in a Multi cultural Environment).

HOME is a formal collaboration of public, private and non-profit agencies working together with the residents in a focused effort to create a community which substantially alters the quality of life of the youth and families who live there. It is the

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umbrella under which the staff, services and programs are organized. HOME is the glue that holds the child, the family, the school and the community together.

The Goals of **HOME** at CAQT are:

1. To reduce the incidence of crime and violence in the CAQT community, particularly addressing the prevalence of substance abuse as a causative factor in promoting juvenile delinquency and increased vulnerability to crime.

2. To maintain the programs of **HOME** at CAQT by supporting attachment to community, school, and family by emphasizing a sense of ownership, pride, volunteerism and accountability among the residents.

3. To continue and expand the Neighborhood Coalition, the formal, community-based collaboration of public, private, and nonprofit organizations working together with residents to identify neighborhood problems and effect appropriate solutions which have long-term, sustainable impacts.

4. To develop programs which replicate those being offered at **HOME** at CAQT in a comparable neighborhood in the Long Branch area. **HOME** collaborates with other community resources to assess needs and community willingness to initiate the development of a neighborhood coalition and the implementation of an additional community center if the full funding request is obtained. **HOME** works in conjunction with the local recreation center, area public schools, churches, and local businesses in order to provide safe and healthy activities for youth which keep them actively engaged, encourage positive changes in attitudes and behaviors, and instill an ethic of citizenship and community service.

3

Programs at **HOME** for youth include: the after school Homework Club, the Man to Man Program, Sister to Sister, Youth in Action, Work Readiness Training and Internships, Computer Trainings, Recreation and Sports Teams. Programs at **HOME** for adults include: Parent Support, ESOL and GED Classes, Formal and Informal Counseling, Computer and other Employment /Educational Trainings, the Tenants Association, and numerous community celebrations.

The concept for this project was originally based upon the findings of a comprehensive community needs assessment and attitude survey, "The Community Speaks." This survey examined alcohol, tobacco, and other drug (ATOM) attitudes, perceptions, and problems. It was conducted in seven languages (English, Spanish, Vietnamese, Cambodian, Thai, French, and Creole) via multilingual interviewers and interpreters. That survey documented the problems of youth ages 18 and under and served as the springboard for future program planning.

Programs at **HOME** are theoretically supported by the Hawkins' Social Development model, which uses a developmental approach to delinquency and drug prevention program planning. Programs aim to decrease risk factors and increase protective factors in youth, in families, and in the community.

The Youth who participate regularly at the center are representative of the community at large. During FY 98, there were 727 participants at **HOME**, of which 376 were youth and 351 were adults. Of the youth, 70% were Hispanic, 20% African American, 7% Asian, and 3% were Caucasian; 52% of the youth were male and 48% were females. The majority, 40%, of those youth were 12 years old and younger; 24%

were of middle school age; 26% were in high school; and 10% were out of school.

Often poorly educated, the parents do not utilize the resources of the schools and the government and have a diminished sense of personal control and ownership of their community. At the Silver Spring YMCA we believe that to be effective you must reach out to immigrants on their own turf and work on their issues first. Having as many community helpers as possible increases the potential for success. Recruiting elders helped. Once the adults participated in the ESOL classes, they were more likely to allow their children to participate in the Homework Club.

A list of programs at **HOME** is included in your packet but I would like to tell you about two specific after school programs: the After-School Homework Club and the Man to Man Program. The Homework Club soon outgrew the 1st apartment. We moved to a larger three bedroom apartment and then expanded into a second apartment. We started with about 5 children and currently there are about 70 children who attend the Homework Club. Children participate in tutoring, recreation, training, trips to the library, and are given an after school snack. The children recruit other children for the Homework Club. **HOME** has its own marketing team. The results indicate that our efforts have been worth it. School absences decrease among Homework Club participants from 572.5 in 1996 to 535,5 in 1997 to 273.6 in 1998. The comparison group did not show a consistent decline. The grade point averages of the youth in the Homework Club also increased. Parent participation at the center also increased substantially to 62 parents during 1998.

In the other program called Man to Man, one of the 35 participants is a young

man named John. He is a young man who had extensive dealings with the juvenile justice system. He had been involved in auto theft, narcotics and gang activity and has served time in a juvenile detention center. He had been a member of this community for over ten years and had unfortunately succumbed to the temptation that this community so clearly presents. Recently, after being released from the detention center, he sought the help of our male mentoring counselor. He said he didn't want to go back and was looking for change in his life. The mentor suggested family counseling with our bilingual counselor.

He is now an active member of the Man to Man program that provides activities and counseling aimed at instilling respect, integrity and responsibility. Each Friday the group meets for discussion and basketball, in which he actively participates. He volunteers to help at the center and has begun participating in a local church youth group. John has also gained employment and better understands the challenges that face him. Each day he is equipping himself to better resolve his circumstances and plans to enroll in the center's GED classes. His mother is active in ESOL class and a supportive mother to our Homework Club, in which her daughter participates. A younger brother has also joined the Man to Man group. I believe these are just two examples of youth who will not be in the juvenile justice system.

Investing in our nation's young people should be a priority for all of us. Organizations like the YMCA and prevention programs like HOME play a tremendous role in meeting the varying needs of youth. The diversity of our programs, the expertise of our staff, and the investment of our national organization in supporting and

promoting what local YMCA's do everyday, should facilitate a seat at the table for us in any discussion about the problems of juvenile delinquency and crime. But our contribution will never be limited to simply talking about the problem. You see, we also have a lot to say about identifying solutions. With that in mind, thank you, Chairman Castle, for this opportunity to testify. I gladly welcome any question from you or other members of the Subcommittee.

PARTNERSHIPS

Listed below are organizations and individuals who have been active at the Community Center recently. Participants contributed to the success of this program by providing in-kind equipment, staff resources, and other services.

Montgomery County Department of Police
Captain Alfred A. Dooley, Commander, Silver Spring District
Nicholas F. Tucci, Facilities/Grants Manager
Lieutenant James P. Hennessy, Deputy Commander, S.S. District (Neighborhood Coalition)
Officer Karen McNally, Hispanic Liaison Officer (Homework Club Tutor)
Officer George Stephens, DARE Coordinator (Basketball Coach)
Officer Roger St. Lewis, Community Policing (Basketball Coach)
Officer Tom Pyles, Community Policing (CAQT Action Committee)

Silver Spring YMCA Youth Services
Barbara Ott, Director and Staff (Neighborhood Coalition, Operations, program support)
Ray Moreno, Director, Carroll Avenue Quebec Terrace Community Center and Staff

Carroll Avenue Apartments
Robert W. Williams, Jr., Property Manager/Owner (Tenant's Association)
Alcira Diaz, Resident Manager (Tenants Association)
Mr. Siems, Owner (Tenant's Association)
Mario Lloyd, Property Manager (Tenant's Association)

Four Corners Medical Building
Dr. Lucy Luz-Correa (Youth Employment)

Home Free USA
Marcia Griffen, President (Youth Employment)

Housing Opportunities Commission
Jerrilyn Matthews, Resident Services Supervisor (Neighborhood Coalition)

John's Hopkins University
1 Intern

Lombardo Law Offices
Carmyn Lombardo, President (Youth Employment)

Long branch Neighborhood Initiative
Jim Johnson, (Computer Class)

Maryland University School of Social Work
4 Interns

Edgar Moreno (Computer Class)

Montgomery County Community Action Agency
Francis Govan,Community Outreach (Tenant's Association,ESOL,Neighborhood Coalition) Bunny Smith, (Neighborhood Coalition)
Montgomery County Department of Health and Human Services
Martha Rosacker, Substance Abuse Prevention Coordinator (Neighborhood Coalition)
Judy Kovich, School Health, (Neighborhood Coalition)
Montgomery County Department of Recreation
Allen Robinson, Director, Long Branch Recreation Center (Youth Employment)
Montgomery County Park & Planning Commission
Rick Vogel (Neighborhood Coalition)
Montgomery County Public Schools
Joe Bellino, Blair High School ESOL Teacher (Neighborhood Coalition)
Joanne Busalacchi, Prin., New Hampshire Estates E.S. (Neighborhood Coalition)
June Moore, Parent Coordinator, New Hampshire Estates E.S.(Neighborhood Coalition)Sharon Staples, Safe and Drug-Free Schools (Neighborhood Coalition)
Ann Wisniewski, Information Systems (Computer Class)
40 Students (Volunteers and Student Service Learning)
Montgomery County State's Attorney's Office
Dick Crane (Neighborhood Coalition, CAQT Action Committee)
Parker Memorial Baptist Church
Michael Pauls, Youth Minister (Man to Man)
Silver Spring Regional Services Center
Rusty Wallace (CAQT Action Committee)
TESS Center
Pat Rissinger, Director (Neighborhood Coalition)
Volunteer & Community Service Center
Andrea Jolly, Director
Washington International Church
Beverly Niles, Youth Minister (Neighborhood Coalition)
CAQT Community Members

CARROLL AVENUE & QUEBEC TERRACE COMMUNITY CENTER

Mission: To strengthen youth and families, encourage communication and understanding among multi-cultural community residents, and teach them skills to empower themselves to prevent substance abuse and substance abuse related violence in their community.

Activities include:

- After-School Homework Club
- Community Outreach
- Hispanic Mom's Group
- Man to Man Group
- Sister to Sister
- Youth in Action
- Youth Employment Training and Internships
- Tenants' Association
- Neighborhood Coalition
- Holiday Parties
- Volunteer Opportunities
- ESOL Classes
- GED Classes
- Recreation
- Multi-Cultural Festivals
- Sports Teams
- Family Outreach through Fun
- Community Trainings
- Community Meetings
- Community Problem Solving

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31-Aug-98

FY98 YOUTH SERVICES CENTER ANNUAL REPORT

Center Silver Spring YMCA Youth Services Fiscal Year 98

NUMBER OF CLIENTS

Youth	1,805
Family	497
Total	2,302

RACE: Youth only

	Number	Percent
Asian	93	5.2%
Black	648	35.9%
Caucasian	328	18.2%
Hispanic	734	40.7%
Other	2	0.1%
Total	1,805	100.0%

SEX: Youth only

Female	909	50.4%
Male	896	49.6%
Total	1,805	100.0%

AGE: Youth only

Under 12	170	9.4%
12	66	3.7%
13	754	41.8%
14	334	18.5%
15	162	9.0%
16	132	7.3%
17	139	7.7%
18 & over	148	8.2%
Total	1,805	100.0%

page 1 of 2

31-Aug-98

FY98 ANNUAL REPORT
FY 98

		Clients	Service Units	Hours
Counseling				
Individual		63	227	303.0
Family	92 /	142	630	398.0
Group	20 /	105	1,380	375.0
Case Coordination		119	210	47.0
Prevention/Educ. Trng.	12 /	299	785	202.5
Outreach				
School	54 /	319	454	276.5
Community		57	225	113.0
Agency		70	218	91.0
Special Services				
Recreation	77 /	510	2,290	915.0
Employment		59	155	98.0
Tutoring		197	2,314	1,404.0
Teen Parenting		80	762	393.0
Crisis Intervention		49	120	84.0
Tanglewood Club		5	318	208.0
Truancy Intervention		999	2,158	1,013.0
Positive Images		50	210	128.0
VIP/Martial Arts		35	1,250	288.0
Youth & Government		27	110	71.0
YMWWW		50	99	38.0
Community Service		46	78	61.0
	TOTAL	3,240	13,958	6,175.0

Comments (optional): _____

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Figure 1

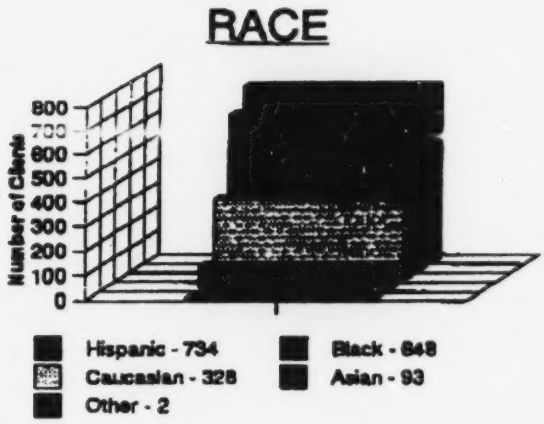


Figure 2

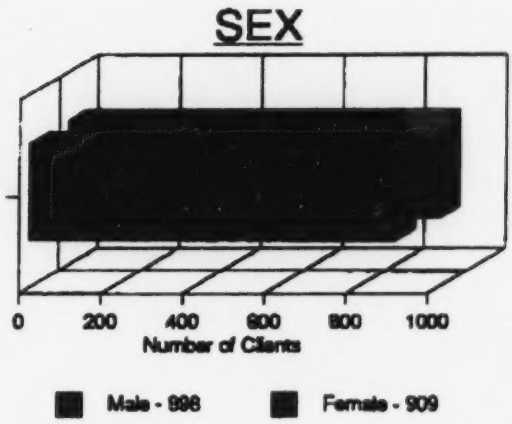
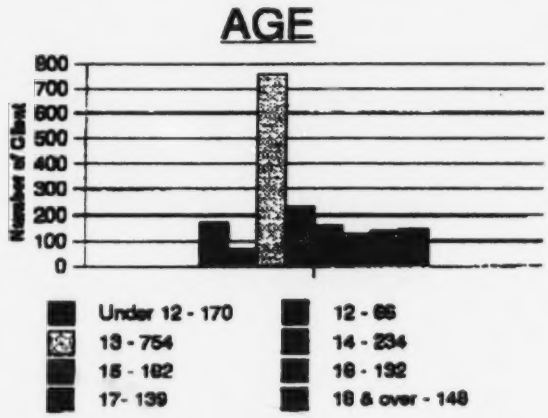


Figure 3



TOTAL NUMBER OF CLIENTS (youth only): 1,805

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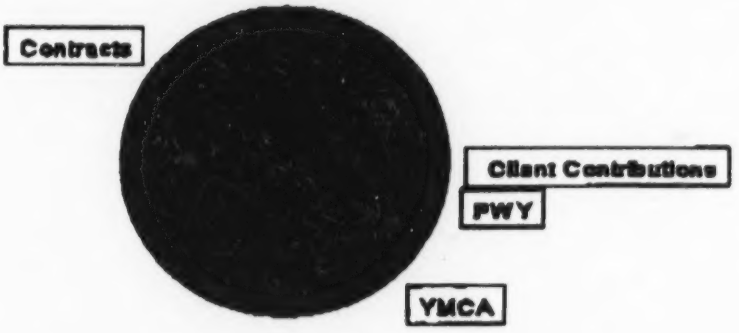
SILVER SPRING YMCA YOUTH SERVICES

FY 99 CONTRACTS
JULY 1, 1998 - JUNE 30, 1999

PROGRAM	AMOUNT	FUNDING SOURCES Other than YMCA
Silver Spring YMCA Youth Services (SSYS & TIP) Includes Man to Man	$120,966	Montgomery County Health & Human Services (HHS) Contract #00758CD PO 9644022006
Carroll Avenue & Quebec Terrace (CAQT)	$ 35,700	HHS Contract #00758CD PO 9646007010
Family Preservation	$ 43,501	HHS Contract #00758CD PO 9644006016 State Family Preservation & Support Funds
Truancy Intervention Program (TIP)	$ 22,034	Montgomery County Public Schools
E. .ding on Strengths (BOSS)	$ 1,500	HHS Contract #9646000044AA
Substance Abuse & Values Education	$ 3,000	PO 9646007009 State Alcohol & Drug Abuse Admin. Funds
Hope & Opportunity in a Multicultural Environment (HOME)	$ 94,777	HHS Contract #00758 CD PO 9472000010 Federal HIDTA funds to MC Police Dept. (High Intensity Drug Trafficking Area)
Friend of the Family	$ 24,350	DHCD - HUD
Truancy Outreach Program	$ 16,096	Hot Spot - MC Police Dept.
CAQT Playground	$ 10,600	HHS Capital Expense Budget
Linkages to Learning		
$56,250 SSYS		
$56,250 AMIGO	$112,500	
TOTAL	$ 486,028	

October 8, 1998

FUNDING SOURCES



- Contracts - $329,176
- YMCA - $58,514
- Partner With Youth - $21,200
- Client Contributions - $1,753

TOTAL BUDGET - $410,643

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Barbara A. Ott		
1. Are you testifying on behalf of a Federal, State, or Local Governmental entity?	Yes	No X
2. Are you testifying on behalf of an entity other than a Government entity?	Yes X	No
3. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1996: Please see attached		
4. Other than yourself, please list what entity or entities you are representing: YMCA of Metropolitan Washington, Silver Spring Branch		
5. If your answer to question number 2 is yes, please list any offices or elected positions held or briefly describe your representational capacity with the entities disclosed in question number 4: Director of Silver Spring YMCA Youth Services, a program of the Silver Spring branch of the YMCA		
6. If your answer to question number 2 is yes, do any of the entities disclosed in question number 4 have parent organizations, subsidiaries, or partnerships to the entities for whom you are not representing?	Yes X	No
7. If the answer to question number 2 is yes, please list any federal grants or contracts (including subgrants or subcontracts) which were received by the entities listed under question 4 since October 1, 1995, including the source and amount of each grant or contract: Please see attached		

Signature: Barbara A. Ott Date: March 16, 1999

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PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae) or just answer the following questions:

Attached

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing:

In addition to those work related experiences included in my resume, I have provided individual, group and family counseling as a volunteer at the church I attend. The clients that the church refers to me are teenagers and families with teenagers who are already experiencing stress in their lives and in their families. Additionally, I am on the faculty of the YMCA of the USA and provide training to YMCA staff to better prepare them to provide services to youth and families. The courses that I teach are: Outreach Skills, Working With Low Income Youth, Case Management, Community & Culture, Adolescent Sexuality Issues and Community Service.

b. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

Professionally and personally this is a topic of extreme importance to me. Professionally as stated above, I put my heart and my hand to work daily. Personally, I have three biological children, one adopted son who we believe is a victim of fetal alcohol syndrome, and had one foster child. My daughter has two adopted children. I WANT OUR CHILDREN TO BE WELL. Prevention Works!

Please attach to your written testimony.

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BARBARA A. OTT

12700 BILLINGTON ROAD
SILVER SPRING, MD. 20904
(301) 384-4901

OBJECTIVE: To integrate my therapeutic and administrative skills in serving youth in their family and in their community.

EDUCATION AND CERTIFICATION

1989 LICSW - DC #LC00300321

1982 Certificate in Family Counseling
Individual Psychology Association

1980 Master's Degree in Counseling Psychology
Certificate in Family Counseling
Bowie State College
Adler-Driekurs Institute of Human Relations

1971 Bachelor's Degree in Sociology
Dunbarton College

EXPERIENCE

SEPT. 1986 - PRESENT DIRECTOR, SILVER SPRING YMCA YOUTH SERVICES
Responsible for the design, implementation and supervision of a comprehensive community wide program for youth and families, supervision and management of staff, preparation and monitoring of budget, data collection, extensive community networking, fund raising, writing and management of grants and contracts, individual, group and family therapy and community presentations.

JULY 1984 - SEPT. 1986 MENTAL HEALTH PROMOTION SPECIALIST
Community Prevention Services Division
Prince William County Community Services Board
Duties included the design, implementation and evaluation of parent and family life programs and other primary prevention programs, the training, direction and supervision of volunteers, referrals, consultations, and community education seminars.

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1984-1985 — FOSTER PARENT - 17 year old female (CINS)
Juvenile Services Administration

JAN. 1982 - MAY 1985 — FAMILY COUNSELOR
Individual Psychology Association, Bethesda, Md.
Counseled individuals and families, maintained records, and counseled families in a public forum as a method of training new counselors and helping families learn from each other.

1978-1984 — PARENT STUDY GROUP LEADER - Volunteer for IPA
Facilitated 10 week parent study groups on Capital Hill and throughout Montgomery County.

1978-1984 — BOARD MEMBER - Volunteer for IPA
Positions included President, Counselor-in-Training Coordinator, Family Education Center Coordinator, and At-Large Member. Collaborated in developing policies and programs for the Association, mediated conflict resolution sessions, restructured and implemented the Counselor-in-Training Program.

SUMMER 1978 — INTERIM DIRECTOR
Bel Pre Day Care Center and After-School Program
Consulted with parents, staff and children, planned and coordinated programs and activities, interviewed and selected staff, trained and supervised staff, maintained records, and managed the purchasing of supplies and equipment.

1973-1975 — DIRECTOR
St. Joseph's Day Care Center, Newark, N.J.
Wrote original funding proposal, planned and contracted for renovation of the building, interviewed, hired and supervised staff, managed financial records, provided ongoing consultation to children, families and staff, collaborated with other community support services and centers throughout the city of Newark and the state of New Jersey, and wrote and was awarded a grant for a comprehensive preventative health program for the children enrolled in the center.

SUMMER 1972 — ARTS COORDINATOR AND TEACHER
Camp Hilltop, New Jersey
Planned and implemented the arts programs in a summer camp and was responsible for the ordering of supplies and equipment.

SUMMER 1970 — ASSISTANT DIRECTOR
Neighborhood Youth Corps - Washington, D.C.
Trained teenagers from Anacostia to deliver health services information to neighborhood homes.

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Barbara A. Ott, is the Director of Silver Spring YMCA Youth Services where she has been for over 13 years. She has a Master's degree in Counseling Psychology with over 25 years experience providing counseling, program development, implementation and grant writing. Prior to coming to Silver Spring YMCA Youth Services, she worked as a Prevention / Mental Health Promotion Specialist for Prince William County. Previous administrative experience includes opening and directing a Child Care Center in Newark, New Jersey and operating a Neighborhood Youth Corps Program in Anacostia, D.C. In addition to raising four children, and one foster child, her volunteer work includes active involvement in her church.

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Appendix H- The Written Statement Of Robert Smith Director Youth Services Agencies Of Pennsylvania Doylestown, Pennsylvania Accompanied By: Jesse Armetta

Youth Services Agency of Pennsylvania

Testimony to the Subcommittee on Early Childhood, Youth, and Families

Presented by Robert J. Smith, M.S.W.

March 16, 1999

(147)

Youth Services Agency of Pennsylvania

Administration

PO BOX 508, Jamison, PA 18929 **(215) 343-7800**
Neshaminy Manor Center, Doylestown, PA 18901 (FAX) (215) 343-5995

Youth Services Agency of Pennsylvania (YSA of Pa.)has been the regional provider of Federally funded Transitional Living Program (TLP) services in southeastern Pennsylvania since 1991. We also are in our ninth year (1990), of being the regional provider of Federally funded Runaway and Homeless Youth Programming (R/HY) for the region. During that time we have served over 2,500 runaway and homeless youth in need of shelter, safety and emotional support. We have reunited 87% of these runaway youth with their families, saving many of these children from exploitation, abuse and years of painful isolation. Also we have successfully graduated 229 youth from our TLP, fourteen of whom have become successful employees of our agency. We have developed systems of care for these at risk youth that give them opportunities to learn, relational, vocational and life skills that they can use in reconnecting to their families or to aid them in their transition to adulthood.

Our TLP program was recognized as a best practice model by FYSB Administration for Children and Families in 1998. We have,

over the last eight years, developed programs for youth where they can live, learn and develop a life long trade while pursuing future education opportunities. Youth in one of our TLP's, located on the campus of a large geriatric facility located in Bucks County, Pa live in a supervised setting while enrolled in a unique training program we developed with Chandler Hall Health Services. Each youth is enrolled in a training program, of their choice, where they earn professional certification in areas including: nursing certificate; therapeutic recreation; hospice care ; child care; etc. These are an example of the many training programs available to our youth, there are several more. The opportunities don't end there. If our youth complete the program the nursing facility will then help them fund further college education in their chosen area. Other career and personal development training is available through Youth Services Agency of Pennsylvania's non profit construction company. This program like the certificate program also is designed to raise youths self esteem, teach employment/vocational skills and help each participant develop the competencies and consistency needed to live and work independently. This program is presently constructing two community centers that will also house alternative schools. One will serve the citizens in Luzerne County, Pa and another will serve those living in Bucks County, Pa. When completed these centers will continue to present future employment for youth as employees of the community center. These projects

also serve as back up employment for those that have not quite learned the skill of how to hold onto a job. The success rate for youth working on these projects, tend to be high, where failure set in for them so many times before. Because we know they are learning how to work, some for the first time. We are prepared for problems and see their temporary failures as opportunities for us to teach and them to learn. Because our goal is to prepare at risk youth for the day when they will have to work in less supportive environments. Knowing that all our TLP youth are preparing to become productive citizens we set our expectations for them very high. For a population that many have often made the mistake of expecting very little, you would be amazed at how they respond to others thinking and feeling that they can and should succeed.

Like all RHY/TLP providers, we are often asked to respond to variety of challenges. I believe that none is more challenging or more necessary than the work we provide to keep families together and functioning as a unit. Not only have we rescued families from the brink of disintegration but we have also helped save our communities thousands upon thousands of dollars that would have been spent on these children by juvenile courts and child welfare agencies. The time, energy and resources that our nation is saved by funds the RHY Act provides, is only surpassed by the saving that is realized by the future generations of country.

We believe in a skill development model that builds on the

strengths of the individual and the support systems in their environment. As stated previously Youth Services and other RHY/TLP/ SOP services are in the business of providing opportunities to those that otherwise might fall by the wayside and be forgotten. We are also in the business of building protections, also known as protective factors, to ensure long term success for our children and our communities. The original idea of protective factors and their opposite, risk factors (those negative influences that create antisocial behavior), were developed by social scientists Hawkins, Cattalano and Miller. Youth Services Agency of Pennsylvania, works in a community youth development model teaching competencies that can be used comprehensively at the individual, family, peer, school and neighborhood levels. We believe that the measurement of positive skill development is how effectively and frequently the skill is used in relationship to other people. We teach all of the youth that we work with that they have a responsibility to help others in their community, much as we help them. We have over the last three years, utilizing the skills of the youth in our TLP and RHY, completed over 1500 hours of community service work and completed 67 projects that have been cost saving and beneficial to the community. The more we do to help youth feel they are part of the community, which is what community service, community based transitional living programs, support services in homes, etc. do, the less our communities feel they need to be

protected from our youth.

Research consistently identifies risk factors that are linked with and predict development of at risk behavior such as running away, family conflicts, lack self esteem, drug abuse, etc. Understanding these risk factors allows us to see that running away, antisocial behavior and dissolution of family supports are multi determined and not one dimensional. But more important, it helps us all, to understand that the best work with youth and the best practices on their behalf are the ones that give them the skills to combat these risk factors themselves. The old adage, "give me food and I won't be hungry today , teach me to grow food and I won't be hungry again" comes to mind. We all need skills and supports to overcome the many obstacles that life places in our way. For years youth and their families have been treated through what is called the medical model of treatment. This has an underlying belief that the client is ill and in need of treatment from an outside source. We on the other hand believe that the youth and families that we serve have strengths that can be built upon, leaving the client the ability to treat themselves. This belief in personal development is at the root of the RHY and TLP programs.

As a personal statement, having worked for over twenty five years with at risk youth, I am truly amazed at the resiliency, touched by the sensitivity and encouraged by the ability to change by the youth I have known. Some seemed swallowed up by the anger and

injustice they experienced in their young lives. Others appeared to be isolated only able to hear their own voice. And still others had lost hope of ever being cared about or loved. But I've never seen anyone that can't learn the skills needed to build a life, only those that are hopeless and don't see a reason to do so. This is where the RHY/ TLP/SOP programs become so important and necessary. We are the life line that offers hope to this most at risk population. Thank you for your time and your attention to me and those we serve and will serve in the future through Runaway and Homeless Youth programs.

Hawkins, J.D., Catalano, R.F.and Miller,J.Y. (1992) Risk and Protective Factors for alcohol and Drug problems in adolescents and early adulthood:Implication for substance abuse prevention. Psychological Bulletin, 112, 64-105.

Hawkins, J.D. and Lam, T. (1987). Teacher practices, social development, and delinquency. Prevention of delinquent behavior (pp. 241-274). Newberry Park, Ca.: Sage.

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